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ABSTRACT

This report describes the steps that were taken in developing and evaluating a conceptual and experiential approach to leadership training at the Reserve Officer Training Corps (ROTC) level. "U.S. Army ROTC Leadership Development: A Performance-Based Program" consists of two documents: a student manual and an instructor manual. The student manual includes the following: (1) the platoon leadership experience; (2) the theoretical basis for effective platoon leadership; and (3) instruction and exercises in the skills that are necessary for effective platoon leadership. The instructor manual provides lesson plans and guidance for using the program. The program received field evaluations during 1981, 1982, and 1983. The report presents the reactions to the program and a discussion of changes that were made. In addition, a description of the teaching materials currently being used for leadership training by ROTC detachments is presented. (Extensive appendixes to the report contain materials about leadership qualities and the questionnaires used in the research.) (Author/KC)

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Research Report 1419

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# Development of a Performance-Based Program for U. S. Army ROTC Leadership Training

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January 1986

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This report describes the steps that were taken in developing and evaluating a conceptual and experiential approach to leadership training at the ROTC level. U.S. Army ROTC Leadership Development: A Performance-Based Program consists of two documents: a Student Manual and an Instructor Manual. The Student Manual involves the presentation of: (1) the platoon leadership experience; (2) the theoretical basis for effective platoon leadership; and (3) instruction and exercises in the skills that are necessary for (Continued)

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effective platoon leadership. The Instructor Manual provides lesson plans and guidance for using the program. The program received field evaluations during 1981, 1982, and 1983. The report presents the reactions given to the program and a discussion of changes that were made. In addition, a description of the teaching materials currently being used for leadership training by ROTC detachments is presented.

Research Report 1419

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## FOREWORD

For many years, the U.S. Army Research Institute (ARI) has maintained a research program in support of leadership training and development of cadets in ROTC. ARI's Leadership and Management Technical Area undertook the project reported here at the request of the Deputy Chief of Staff for ROTC, Army Training and Doctrine Command (TRADOC), to develop a leadership training program for use in the ROTC classroom environment. The training program discussed here has already been integrated into the Army's Military Qualification Standards I (MQSI) training support program and was one of the first such packages available to ROTC.

The information gained during the development and evaluation of the training program described in this report will be useful to the Army as it develops new training programs for commissioned and noncommissioned officers. The research also has potential utility for individuals developing supervisory and management training programs for DOD civilians as well as for leadership training development in the Air Force, Navy, and Marine Corps.

Edgar M Johnson

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Technical Director

# DEVELOPMENT OF A PERFORMANCE-BASED PROGRAM FOR U.S. ARMY ROTC LEADERSHIP TRAINING

## EXECUTIVE SUMMARY

Requirement:

To develop a performance-based leadership training program for use in the ROTC classroom environment.

Procedure:

After an extensive review of the leadership literature and analysis of training needs data gathered through interviews and questionnaires completed by several hundred junior leaders in the Army, a leadership training program for ROTC was developed. After a field evaluation and pilot implementation in a small number of ROTC detachments, the training program was made available for use by all ROTC units during the 1982-83 academic year. At the end of this academic year, all ROTC units were requested to complete a questionnaire describing their utilization and evaluation of the training program.

Findings:

Most of the ROTC units returned the evaluation surveys and over half of the respondents used the entire leadership training program during the 1982-83 academic year. The remaining units used varying parts and amounts of the program supplemented with other leadership training materials which they reported on the survey. The data indicated that the evaluation of the leadership training program was positive for the entire sample and that those units using the entire program gave significantly higher evaluation ratings than units using only a portion of the program.

Utilization of Findings:

The findings from the evaluation have been used to make recommendations for revisions to the ROTC leadership training program. Other data gathered in the evaluation such as lists of supplemental leadership training materials used by units and data concerning total leaderhsip hours taught in various ROTC programs have been provided to ROTC PMSs and the Deputy Chief of Staff for ROTC.

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DEVELOPMENT OF A PERFORMANCE-BASED PROGRAM
FOR U.S. ARMY ROTC LEADERSHIP TRAINING

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# INTRODUCTION

The present report describes the steps that were taken to develop and to evaluate a performance-based leadership training program for ROTC students. The program, U.S. Army ROTC Leadership Development: A Performance-Based Program, focuses on the acquisition of "hands-on" experiences through the utilization of case studies, role-playing, and simulation. It provides ROTC cadets with the opportunity to develop a frame of reference for effective platoon leadership.

The first step in developing the program was to identify those competencies which are necessary for effective platoon leadership. Numerous past efforts in the U.S. Army have been conducted to identify the dimensions and tasks that underlie military leadership. For example, the monographs issued by the U.S. Army Administration Center at Ft. Benjamin Harrison (Clement & Ayres, 1976; 1977) identified nine dimensions and numerous tasks which are important for effective leadership (see Appendix A for a listing of these tasks and dimensions). Other recent efforts include the 1979 TRADOC Leadership Conference held at Ft. Benning, the Leadership Assessment Program (Rogers, Lilley, Wellins, Fischl, & Burke, 1982) and the curriculum elements identified by Army ROTC instructors. (Appendices B and C present listings of the LAP dimensions and curriculum elements.)

In addition to the above sources, a great deal of information is available in the empirical and theoretical literature dealing with the general topic of leadership. One goal of the present effort was to evaluate the usefulness of the information contained in both military and civilian sources as the basis for a performance-based leadership training program that could be used at the ROTC level. While the above sources provided a certain degree of insight into the dimensions that are relevant to military leadership, additional data were needed to identify those competencies that are critical for effective platoon leadership by newly commissioned officers. Therefore, a first consideration of the present effort was to gather data that allowed an identification of these factors. The first section of this report describes the process used to identify these competencies.

Following an identification of the major competency dimensions for effective platoon leadership, the second phase of the effort involved selection of a strategy that would maximize the development of these competencies in ROTC cadets. In an effort to select the best training strategy for the ROTC environment, an extensive review of the training literature was conducted and several training methods were evaluated. The results of this review are described in the second section of this report.

The next step in the development of the program involved the writing of a Student Manual and an Instructor Manual. During this period of the effort, Army personnel at ROTC, TRADOC, and FORSCOM installations regularly reviewed portions of each manual as they were written.

The Student Manual focuses on the experiential as well as the conceptual aspects of platoon leadership. The Instructor Manual provides an integrative approach that includes lesson plans and objectives, content for lectures, and instructions for implementing skill-building exercises. Each section of the Instructor Manual is coordinated with the Student Manual and provides several alternative approaches to using the program. Descriptions of the Student and Instructor Manuals are presented in the third section of this report.

In the Fall of 1981, a draft of the Student Manual was evaluated by eleven Army ROTC detachments, and in the Winter of 1982, a second draft of the Student Manual and a draft of the Instructor Manual were used on a trial basis at seven detachments. Instructors and cadets evaluated each section of the two manuals. The sample, procedures, and results of these evaluations are described in the fourth section of this report.

A full-scale implementation of the program occurred during the 1982-1983 academic year. Student and Instructor manuals were made available to detachments in all four ROTC regions for use during the academic year. In May of 1983, the Office of the Deputy Chief of Staff for ROTC requested that all ROTC detachments complete evaluation questionnaires regarding the efficacy of the program. A total of 340 detachments responded to the survey. The results of this evaluation are presented in the fourth section.

The fifth section of this report presents recommendations for final revisions of both the Student Manual and the Instructor Manual and a discussion of the factors that affect the teaching of leadership in the ROTC setting.

## IDENTIFYING PLATOON LEADERSHIP COMPETENCIES

The first step in the present effort was to identify those competencies which are critical for effective platoon leadership. In addition to a review of past research, this objective was accomplished through interviews with Army personnel.

During the period from 1979-1981, a research team from Virginia Polytechnic Institute and State University (Sgro, Pence, and Orban, 1979) interviewed over 1,000 Army personnel. These interviews provided a thorough understanding of the operational setting of the platoon and the problems experienced by platoon leaders. Interviews were conducted with platoon leaders, captains, majors, lieutenant colonels, colonels, and generals. Information was also obtained in interviews with NCOs and enlisted personnel.

The majority of the interviews were conducted with platoon and company level personnel at Fts. Bragg, Bliss, Campbell, Benning, Ord, Sill, Stewart, and Carson. The interview began with the question, "If you could give advice to an Army ROTC cadet who is about to become a platoon leader, what would you tell him?". Additional questions which were presented to platoon leaders and platoon sergeants are listed in Appendix D.

The information which was obtained in the interviews provided an understanding of the spectra of problems that occur in platoon leadership. Some of the major problems identified in the interviews were: (1) platoon leaders had difficulty in forming and maintaining working relationships with NCOs; (2) platoon leaders were not able to interact effectively with the enlisted soldiers in the platoon; (3) platoon leaders were not able to maintain discipline in the platoon; (4) platoon leaders were unable to counsel subordinates about performance, personal, and discipline problems; (5) platoon leaders had unrealistic expectations about their jobs and their subordinates; (6) platoon leaders were unable to communicate effectively with subordinates and superiors; and (7) platoon leaders were unable to fulfill adequately their company level additional duties and their platoon responsibilities. A complete listing of the problem areas of platoon leadership are presented in Appendix E.

Based on the information obtained in the interviews and the review of the literature on leadership competencies, six competency dimensions were identified as important for effective platoon leadership. These leadership competency dimensions are: (1) technical expertise; (2) communication; (3) human relations; (4) understanding power and influence; (5) understanding organizational structures; and (6) management. There is a high level of correspondence between these leadership competencies and the dimensions delineated in past research (e.g., Appendices A, B, and C).

While development of technical expertise is recognized as a critical competency dimension, development of technical skills will occur in other ROTC and OBC courses and was not included as part of the content in the current training program. Table 1 presents a brief description of each of the 5 competency dimensions included in the ROTC leadership training program.

## TABLE 1

## Competencies Which Are Critical for Effective Platoon Leadership

1. Communication: The ability to transmit and receive information accurately, both in a written and oral form.

2. Human Relations: A set of interrelated skills that define an individual's ability to interact effectively with others. They are critical for:

   a) Counseling

   b) Developing cohesion

   c) Solving conflicts

   d) Meeting the needs of subordinates while simultaneously accomplishing the goals of the organization

3. Power and Influence: The understanding of factors which determine organizational power and the ability to influence subordinates appropriately.

4. Organization Structures: The understanding of how organizational structures influence behavior and the ability to accomplish unit missions within the context of existing organizational structures.

5. Management: The ability to solve problems, make decisions, plan and organize, effectively delegate to subordinates, and use systems of control.

# STRATEGIES OF LEADERSHIP TRAINING

A review of the training literature revealed four major methods which have been used for leadership training. These are: lecture, case study, role-playing, and simulations. The next step in the present effort was to determine which of these training strategies could be used to develop cadets' leadership skills effectively in each of the competency dimensions listed in Table 1.

A number of previous studies have compared the relative strengths and weaknesses of these training methods for achieving different developmental objectives (Carroll, Paine, & Ivancevich, 1972; McGehee & Thayer, 1961; Olivas & Newstrom, 1980) The results of these and other studies and their relevance to the present effort are summarized below.

## LECTURE

With the lecture technique, the instructor presents a series of facts, principles, concepts, etc., to the trainees. The trainee's role in the lecture is to sit passively and acquire information.

The lecture technique is very useful when communicating factual information. It has been used successfully to: (1) orient trainees to course policies, rules, and regulations; (2) present basic material which will provide a common background for subsequent activities; (3) set the stage for a demonstration, illustration, or discussion; and (4) review, clarify, or summarize material (Tracy, 1971).

Used alone, the lecture technique is not an effective leadership training strategy. Little evidence exists that lectures will change attitudes or develop skills (Olmstead, 1980). While the lecture method may be used effectively for simple information transmission, it is not effective in modifying leadership behavior unless it is supplemented by other training techniques (Newstrom, 1980). Thus, a performance-based training program such as that developed in the current effort must incorporate additional training techniques.

## CASE STUDY METHOD

In the case study method, trainees are presented a concrete and realistic problem situation. The trainees analyze and discuss the dynamics of the situation. The instructor's role is to moderate the class discussion and pose questions which prompt analytical thinking.

The Harvard method, the incident-process method (Pigors & Pigors, 1954; 1961), and the abbreviated case (Nicholson, 1956) are three types of case study strategies that have been used in leadership training. In the Harvard method, an issue which has been encountered by a leader is presented to the trainees. Surrounding facts, opinions, and prejudices are also included. The case is analyzed and the effectiveness of the leader's response is discussed.

The incident-process method uses briefer cases than the Harvard method. Furthermore, trainees are required to make a decision about how they would respond to the situation presented in the case. Their decisions are presented in class and debated with pressure toward arriving at a common conclusion.

The abbreviated case is shortest of the three methods. Trainees rarely have to prepare more than 15 minutes for the case (Nicholson, 1976). During class, the trainees discuss and evaluate the actions of the leader.

Maier, Solem, and Maier (1957) summarize the advantages of the case study.

> 1. It discourages trainees from making snap judgments about people and behavior.
>
> 2. It discourages believing in, or looking for, the "one correct" answer.
>
> 3. It illustrates how the same set of events can be perceived differently by different people.
>
> 4. It trains one to discuss with others, and experience the broadening value of interacting with one's equals.
>
> 5. It keeps the thinking in a practical setting, so that such considerations as costs, convenience, deadlines, attitudes of top management, and the morale of other persons involved prevent solutions from taking on an idealistic character (p. 164).

The case study method would seem appropriate for developing cadets' understanding of the many variables that affect platoon leadership. By presenting cadets with case studies that describe the experiences of many platoon leaders, it would be possible to construct a synthetic experience of a platoon leader's job. This synthetic job experience would allow cadets to profit from the experiences of other officers.

In addition, the synthetic job experience would develop realistic expectations concerning the position of platoon leader. Unrealistic expectations by newly commissioned officers has been cited as one of the major problems with precommissioning training (Wellins, Rumsey, & Gilbert, 1980).

The case study approach, however, would not provide cadets with the opportunity to practice and develop the behavioral skills required for effective platoon leadership. For this reason, the case study approach can not serve as the sole training method for an effective Army ROTC leadership training program.

## EXPERIENTIAL METHODS

The development of experiential training methods resulted from the recognition that effective training requires more than the acquisition of cognitive information (Zenger, 1980). These methods are based on the rationale that the objective of most training is not solely to transmit information, but rather to provide trainees with the skills that are necessary for assessing and responding to job situations.

Two of the most common experiential training methods, role-playing and simulations, are discussed below.

### Role-Playing

In role-playing, participants are assigned roles and required to "act out" a solution to a problem. Individuals who are not involved in the role-playing serve as observers and provide feedback to the role incumbents. Following the completion of the role-playing exercise, the actors and observers analyze the responses that occurred and consider alternative approaches which could have been used to solve the problem.

Three aspects are critical for effective role-playing. First, the instructor must create an atmosphere that will allow the participants to respond in an uninhibited manner. Second, observers must provide constructive feedback to the role incumbents. Third, the instructor must involve the actors and observers in a discussion of the role-playing exercise.

Role-playing provides trainees the opportunity to develop skills. The actors in the role-playing learn by doing and receiving feedback about their performance. The observers, on the other hand, learn through observing others (Shaw, 1967).

## Simulations

In simulations, the training environment replicates the work environment as closely as possible on those dimensions that affect job performance. The trainees are able to experience those variables that are operative in the actual work setting and develop skills which are needed for effective job performance.

Within the area of leadership, simulation exercises have been used for both personnel selection and development. Assessment centers represent one example of the application of simulation methodology in leadership and management. In the assessment center methodology, applicants perform exercises that simulate critical job tasks. Multiple assessors observe each participant's performance and make evaluations about his or her potential. On this basis, judgments are made on the suitability of personnel for comparable jobs in the work environment and/or feedback is given to the individuals for developmental purposes.

The initial application of the assessment center occurred during World War II. The German Army and the United States Office of Strategic Services used the technique to select intelligence officers. The first industrial assessment center was developed by American Telephone and Telegraph for the purpose of selecting managerial candidates for promotion (Bray, Campbell, & Grant, 1974; Bray & Grant, 1966). Since then, assessment centers have been used by numerous companies throughout the United States (Byham, 1980).

Although assessment centers have been used primarily for personnel selection, more recent applications of the technique have focused on management development (Byham, 1980; Hart & Thompson, 1979; Nichols & Hudson, 1981). The Army Research Institute for the Behavioral and Social Sciences recently developed an assessment center (Rogers, et. al, 1982) for assessing leadership potential in Army ROTC cadets. Other management development simulations have been constructured primarily for training purposes (e.g., Center for Creative Leadership's Looking Glass Simulation).

By performing exercises that simulate the operational setting of a platoon, cadets would have the opportunity to acquire "hands-on" leadership experiences. These experiences would help cadets to (from Parry, 1980):

1. Gain insight into their own behavior
2. Gain sensitivity to the perception of others
3. Sharpen analytical, decision making, problem-solving, and goal setting skills
4. Develop skills in dealing effectively with others
5. Develop skills in risk taking and conflict management

An example of the "hands-on" approach is the Army ROTC Management Simulation Program. This training program uses simulation methodology to develop cadets' management skills. It provides instruction and simulations in the management areas of problem analysis and decision-making, planning and organizing, and delegation and control. Instructors' and cadets' reactions to this training strategy have been very positive (Dypra, Byham, Castelnovo, & Rumsey, 1976).

## U.S. ARMY ROTC LEADERSHIP DEVELOPMENT: A PERFORMANCE-BASED PROGRAM

The leadership training program which was developed in the present effort, U.S. Army ROTC Leadership Development: A Performance-Based Program, uses a variety of training methods. The first component of the program uses lecture and case study techniques to provide cadets with an understanding of the multitude of variables that occur in the platoon setting. By systematically presenting leadership experiences of Army officers in an organized set of case studies, the program allows cadets to "experience" the "life" of a platoon leader. In this manner, cadets are provided with the opportunity to learn from the experiences of other officers and to appreciate the importance of developing leadership skills and understanding leadership principles.

The second component of the program is a set of simulation and role-playing exercises. These exercises provide cadets with "hands-on" experiences that are essential for the development of leadership skills.

## DESCRIPTION OF PROGRAM

U.S. Army ROTC Leadership Development: A Performance-Based Program involves two documents: a Student Manual and an Instructor Manual.

The Student Manual is divided into three parts. The first part, "The Descriptive Model of Platoon Leadership", is a presentation of the platoon leadership experience. The second part, "The Principles of Leadership", discusses those theories which are important for effective platoon leadership. The third part of the Student Manual, "The Skills and Exercises", provides instruction and exercises in those skill domains which are critical for effective platoon leadership.

The Instructor Manual coordinates the use of the Student Manual. It provides guidance for presenting and discussing material in the Student Manual.

A description of each part of U.S. Army ROTC Leadership Development: A Performance-Based Program follows.

### THE DESCRIPTIVE MODEL OF PLATOON LEADERSHIP

This part of the Student Manual provides cadets with a synthetic experience of platoon leadership. It describes the normal progression of events that occur when a new platoon leader reports to a post. It presents a description of: in-processing; a platoon leader's first meeting with the company commander; a platoon leader's first meeting with the platoon sergeant; and a platoon leader's first meeting with the platoon. Furthermore, the tasks that a second lieutenant performs while leading the platoon are described. These include: training; counseling; managing equipment and supplies; and performing company and battalion level duties.

"The Descriptive Model of Platoon Leadership" contains numerous case studies that were provided during interviews with platoon leaders in different branches of the Army. The case studies illustrate the platoon leader's role in leading a platoon and reinforce the principles that are discussed in the text. Furthermore, they aid the cadet by providing an understanding of the many variables that exist within a company and platoon.

The tasks that are presented in "The Descriptive Model of Platoon Leadership" were reviewed for accuracy and completeness by numerous Army personnel. It was their general opinion that the tasks which were included in the model sufficiently represented the critical aspects of platoon leadership. Table 2 presents an overview of the material that is presented in "The Descriptive Model of Platoon Leadership".

## TABLE 2

## Overview of "The Descriptive Model of Platoon Leadership"

1. Entering the Platoon
    - a) In-processing
    - b) Meeting the company commander
        - Case 1: Dialogue of first meeting between company commander and platoon leader
    - c) Meeting the platoon sergeant
        - Case 2: Dialogue of first meeting between platoon leader and platoon sergeant
    - d) Meeting the platoon
        - Case 3: Dialogue of first meeting between platoon leader and platoon
2. Description of the Company Environment
    - a) Officers
        - Case 4: Other platoon leaders
    - b) NCOs
    - c) Soldiers
    - d) Cultural differences
    - e) Leadership and the inexperienced platoon leader
        - (1) Case 5: Assistance from the platoon sergeant
        - (2) Case 6: Failure to obtain assistance from NCOs
3. Training
    - a) Training schedules
        - Training Case 1: Platoon training needs
    - b) Collective versus individual training
        - Training Case 2: An ARTEP
    - c) Planning, preparing, and conducting training
        - (1) Training Case 3: Consequences of poor planning

TABLE 2 (cont'd)

- (2) Training Case 4: Planning training support
- (3) Training Case 5: Winter training at Camp Hill
- (4) Training Case 6: NBC training

4. Counseling

a) Performance counseling

- (1) Counseling Case 1: "On-the-spot" corrections
- (2) Counseling Case 2: Counseling a section chief
- (3) Counseling Case 3: A poor performing squad leader
- (4) Counseling Case 4: A poor performing platoon sergeant
- (5) Counseling Case 5: A poor performing motor sergeant

b) Personal counseling

- (1) Counseling Case 6: Use of the chain-of-command
- (2) Counseling Case 7: Marital problems
- (3) Counseling Case 8: A voodoo hex
- (4) Counseling Case 9: A family fight
- (5) Counseling Case 10: Oversea marriages
- (6) Counseling Case 11: Use of referral services
- (7) Counseling Case 12: Pregnancy
- (8) Counseling Case 13: Drug abuse

c) Discipline counseling

- (1) Counseling Case 14: Pawning a stereo
- (2) Counseling Case 15: An AWOL NCO
- (3) Counseling Case 16: Insubordinate behavior from a Spec 4
- (4) Counseling Case 17: Insubordinate behavior during FTX
- (5) Counseling Case 18: Time off and a platoon sergeant
- (6) Counseling Case 19: Insubordination from an NCO

5. Managing Equipment and Supplies

- (1) Equipment Case 1: Accountability and platoon leadership
- (2) Equipment Case 2: Accountability and additional duties

6. Additional Duties

a) Company offices

- (1) Additional Duties Case 1: Supply officer
- (2) Additional Duties Case 2: Motor officer
- (3) Additional Duties Case 3: The motor sergeant

b) Surveys

c) Battalion level duties

Additional Duties Case 4: Running a FORSCOM rifle match

## THE PRINCIPLES OF LEADERSHIP

The theories which are presented in this part of the Student Manual were selected because of their relevance to platoon leadership. The authors reviewed over 2500 leadership articles and selected the following theories: McGregor's Theory-X and Theory-Y; Managerial Grid; Fiedler's Contingency Model; Four-Factor Theory; Vertical Dyad Linkage Model; Vroom's Model of Decision-Making; McClelland's Need for Power and Leadership; Social Exchange Approach to Leadership; French and Raven's Bases of Power; Path-Goal Theory; and Life-Cycle (Situational) Theory.

The presentation of the leadership theories is organized around critical areas of platoon leadership. These areas include: (1) relationships with NCOs; (2) decision-making; (3) use of power; (4) subordinate motivation; and (5) developing the platoon. Within each area, the relevant aspects of the theories are integrated so that the cadet is able to appreciate the relationship between theory and practice.

"The Principles of Leadership" section was reviewed by military and civilian experts in the area of leadership. The comments of these individuals were used to make revisions and to insure that each theory was accurately portrayed.

## THE SKILLS AND EXERCISES

This part of the Student Manual provides instruction and exercises in the following areas: communication; human relations; power and influence; organizational structures; and management. For each competency dimension, the Student Manual contains a skill section and two or three exercises. Table 3 provides an overview of "The Skills and Exercises".

All of the exercises are experientially based. Exercises 1, 2, 3, 4, and 8 use the role-playing method. In these exercises, cadets assume the role of a newly commissioned second lieutenant and perform tasks which are important for effective platoon leadership. These tasks require that cadets use communication, human relations, power and influence, organizational, and management skills. For example, in Exercise 4, cadets assume the role of Lt. Jones and are required to counsel a soldier about a disciplinary problem.

Exercises 5, 6, 7, 9, 10, and 11 are simulations. In these exercises, cadets are presented with a realistic problem situation which could occur in the platoon. Cadets must analyze and respond to each problem. For example, Exercise 5 necessitates the development of a plan to prevent the reoccurrence of a racially caused fight in the platoon.

"The Skills and Exercises" section was developed in close association with instructors from a variety of Army ROTC settings. These officers reviewed each skill section and related exercises and suggested changes to improve the classroom effectiveness of the material.

## TABLE 3

### Overview of the Skills and Exercises

1. Communication

    a) Communication skills section

        (1) Listening
        (2) Speaking
        (3) Writing

    b) Communication exercises

        (1) Exercise 1: Initial meeting with the company commander
        (2) Exercise 2: Initial meeting with the platoon sergeant
        (3) Exercise 3: Three channels of communication

2. Human Relations

    a) Human relations skill section

        (1) Cultural biases
        (2) Performance, personal, and discipline counseling

    b) Human relations exercises

        (1) Exercise 4: Performance versus personal counseling
        (2) Exercise 5: Cultural biases and stereotypes

3. Organizational Structures

    a) Organizational structures skill section

        (1) Formal organizational structures
        (2) Informal organizational procedures

    b) Organizational structures exercises

        (1) Exercise 6: Using organizational structures in the platoon, company, and battalion.
        (2) Exercise 7: Identifying informal communication channels

4. Power and Influence

    a) Power and influence skill section

        (1) Bases of power in the U.S. Army
        (2) Power possessed by newly commissioned lieutenant
        (3) Expanding bases of power
        (4) Conflicts with informal leaders

TABLE 3 (cont'd)

b) Power and influence exercises

(1) Exercise 8: Use of different bases of power
(2) Exercise 9: Power and influence on group decision-making

5. Management

a) Management science skill section

(1) Problem analysis and decision-making
(2) Planning and organizing
(3) Delegation and control

b) Management science exercises

(1) Exercise 10: Decision-making and conflicting demands
(2) Exercise 11: A lieutenant's "In-Basket"

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INSTRUCTOR MANUAL

To ensure that the Instructor Manual would be useful to ROTC instructors, the first step in its development was a solicitation of suggestions from those individuals who were actively involved in the ROTC setting. Thus, instructors at eleven ARMY ROTC detachments and officers at TRADOC Headquarters provided input concerning the format and content that should be included.

The Instructor Manual is divided into eleven lessons. The first six lessons contain material that pertains to topics within the section of the Student Manual titled: "The Descriptive Model of Platoon Leadership." A brief description of the first six lessons is presented in Table 4. The final five lessons in the Instructor Manual are organized around the competency areas described earlier. Table 5 presents an overview of these lessons.

Each of the eleven lessons begins with a brief lesson plan. A sample of a lesson plan is shown in Table 6. Each lesson plan contains the following topics: (1) lesson objectives; (2) an outline of the lesson content areas; (3) reference to the pages of the Student Manual that contain related theories, skill sections, and exercises; (4) references to supplementary exercises contained in other training programs such as the leadership assessment program (Rogers, et. al, 1982) and (5) recommended time requirements for a 15-, 30-, and 45-hour course.

Each of these topics is discussed in full detail within each lesson. For example, detailed instructions for conducting and evaluating each exercise are provided. Also included in each lesson (but not shown in Table 6) are key points, class discussion questions, and assignments.

## TABLE 4

## Overview of Lessons 1-6

### Lesson 1: Entering the Platoon

This lesson presents the process through which a lieutenant enters the platoon. Topics of discussion in this lesson include: in-processing, meeting the company commander, meeting the platoon sergeant, and meeting the platoon.

### Lesson 2: The Company Environment

This lesson describes the Army environment that will be awaiting a new platoon leader. Topics of discussion in this lesson include: cultural differences, SOPs, informal relationships, and the role of NCOs.

### Lesson 3: Organizational Structures and Additional Duties

This lesson presents a description of the personnel at company and battalion levels. Furthermore, the additional duties which may be assigned to a platoon leader are discussed.

### Lesson 4: Training

This lesson describes a platoon leader's role in training. Topics of discussion in this lesson include: training schedules, coordinating resources, planning training, and individual and collective training.

### Lesson 5: Counseling

This lesson presents a description of a platoon leader's role in counseling. Personal counseling, performance counseling, and discipline counseling are discussed in this lesson.

### Lesson 6: Equipment and Supplies

This lesson describes a platoon leader's role in maintaining the platoon's equipment and supplies.

## TABLE 5

### Overview of Lessons 7-11

**Lesson 7: Communication**

This lesson is concerned with communication and its importance for platoon leadership. Training and exercises in the techniques of communication are also contained in this lesson.

**Lesson 8: Human Relations**

This lesson points out the importance of human relations skills for effective platoon leadership. Training and exercises in human relations are provided. Leadership principles that are important for human relations are also discussed.

**Lesson 9: Organizational Structures**

This lesson presents a discussion of the nature of organizations. Training and exercises in working within organizations are included in this lesson.

**Lesson 10: Power and Influence**

This lesson presents the different types of power and influence which may be used by an officer. Instruction and exercises are provided in the use of power and influence. Insights into the use of power and influence are also gained by examining French and Raven's (1962) Bases of Social Power and McClelland's (1975) Theory of Power.

**Lesson 11: Management Skills**

This lesson is divided into four sections on: (1) problem analysis and decision-making; (2) planning and organizing; (3) delegation and control; and (4) integration of management skills. Relevant theories of leadership are discussed within each of these sections. Furthermore, skill sections and exercises are provided for each area.

## TABLE 6

Sample of a One-Page Lesson Plan

### Lesson 8

1. OBJECTIVES:

   a) For cadets to develop an understanding of the communication process.
   b) For cadets to improve their communication skills.

2. CONTENT OF LESSON 8:

   a) Definition of communication
   b) The importance of communication for effective leadership
   c) Communication skills

      i) Listening skills
      ii) Speaking skills
      iii) Writing skills

3. MATERIALS IN THE STUDENT MANUAL:

   a) Pages 158-164 (Communication Skills)
   b) Pages 165-182 (Communication Exercises)

4. EXERCISES:

   a) Exercise 1: First Meeting with Company Commander
   b) Exercise 2: First Meeting with Platoon Sergeant
   c) Exercise 3: Three Modes of Communication

5. SUPPLEMENTARY EXERCISES:

   a) One-Way, Two-Way: A Communications Experiment
   b) Listening Triads: Building Communication Skills
   c) Rumor Clinic: A Communication Experiment.

6. SUPPLEMENTARY READINGS:

   a) MQS-I: Draft Military Correspondence
   b) MQS-I: Write an "After Action Report"
   c) MQS-I: Conduct Briefings
   d) MQS-I: Write an Information/Decision Paper
   e) MQS-I: Review Military Correspondence

7. RECOMMENDED TIME REQUIREMENTS:

   a) 15-hour course: 2 hours
   b) 30-hour course: 3 hours
   c) 45-hour course: 5 hours

# FIELD EVALUATIONS

Three field evaluations were conducted on the program. The first evaluation was a field review of the Student Manual conducted in the fall of 1981. The second evaluation was a pilot field testing of the program in a sample of Army ROTC detachments during the winter and spring of the 1981-82 academic year. The third evaluation was conducted over the entire 1982-83 academic year. The procedures and results of these evaluations are described below.

## FIELD REVIEW

### Sample and Procedure

The pilot field evaluation that was conducted during September-November of 1981 involved eleven Army ROTC detachments. Each of the detachments received a working draft of the Student Manual and were asked the following questions.

1. Is the material in the package authentic? That is, does it convey an appreciation of the settings that platoon leaders may encounter?

2. Is the presentation of the material easy to understand? Would your students have difficulty comprehending the material?

3. Are there any parts of "The Skills and Exercises" that you feel may be difficult to use in the classroom? If so, how might they be changed?

4. Is there any material which you feel should be deleted or added to the manual?

5. Do you have any general comments that you might express regarding the package as a whole?

Telephone interviews were also conducted with instructors at the test detachments. These interviews focused on determining general reactions to the Student Manual.

## Results

Instructors' responses to the five questions were very positive. In general, they felt that the Student Manual was well written, easy to understand, and presented a realistic picture of the platoon leader's job. The instructors further indicated that "The Skills and Exercises" would be effective in the classroom. Some of the instructors' general reactions to the program are presented in Appendix F.

## Revisions

The instructors identified several minor problem areas in the Student Manual and revisions were made accordingly. Examples of recommended changes included: (1) removal of profanity from the case studies; (2) deletion of three case studies that failed to meet the criteria of authenticity and relevance; (3) adding a discussion to the section on "Understanding The Organizational Structure of The Platoon, Company, and Battalion" regarding the problems that are encountered when a platoon leader attempts to use informal procedures rather than formal procedures to accomplish a task. (4) expanding the description of senior NCOs and a platoon leader's role in managing equipment and supplies; (5) correction of the numbering and lettering of companies and platoons.

## PILOT FIELD EVALUATION

### Sample and Procedure

The second evaluation was conducted during January-June of 1982. During this time period, the revised Student Manual and the Instructor Manual were sent to 16 detachments. These detachments were selected from all four Army ROTC Regions. As compared to the first evaluation which sampled only instructors, the second evaluation also elicited inputs from cadets.

Due to a delay in printing and distributing the Student and Instructor Manuals, only 7 of the 16 detachments were able to implement the program. Useable data were received from all seven. Additional inputs were gathered by conducting telephone interviews with all participating Army ROTC instructors and with a random sample of cadets.

Cadet Questionnaire

The cadet questionnaire is presented in Appendix G. In this questionnaire, cadets were asked to evaluate all sections of the Student Manual on four dimensions using five-point Likert scales. A description of these dimensions is presented below:

Dimension 1: Clarity of Language
This dimension refers to the degree to which each section was written in clear, unambiguous, and comprehensible language.

Dimension 2: Clarity of Content
This dimension refers to the extent to which the section was presented in a clear, logical, and concise manner.

Dimension 3: Interest Level of Material
This dimension refers to the extent to which the section was interesting and exciting.

Dimension 4: Utility of Material
This dimension refers to the extent to which the section was perceived as useful.

Additional questions requested that cadets: (1) compare the Student Manual to other textbooks/manuals that they have used; (2) make general comments about the course; and (3) make any suggestions which would improve the Student Manual.

Instructor Questionnaire

The instructor questionnaire is presented in Appendix H. In this questionnaire, instructors were asked to rate "The Descriptive Model of Platoon Leadership" on the following three dimensions using five-point Likert scales. The dimensions are as follows:

Dimension 1: Clarity of Language
This dimension refers to the extent to which the section was written in clear, comprehensible, and unambiguous language.

Dimension 2: Clarity of Content
This dimension refers to the extent to which the section was presented in a clear, logical, and concise manner.

Dimension 3: Representativeness of Content
This dimension refers to the extent to which the material portrayed an accurate picture of a platoon leader's job.

Instructors were asked to evaluate each exercise on the following four dimensions using five-point Likert scales:

Dimension 1: Administrative Complexity
This dimension refers to the extent to which the exercise was easy to administer.

Dimension 2: Cadet Participation
This dimension refers to the extent to which cadets became involved in the exercise.

Dimension 3: Realism
This dimension refers to the extent to which the situation in the exercise was realistic in terms of content and complexity.

Dimension 4: Utility
This dimension refers to the extent to which the exercise is useful.

Questions about "The Principles of Leadership" and the Instructor Manual were also included in the instructor questionnaire. Instructors were asked to rate: (1) the extent to which the leadership theories were presented in a clear and understandable form; (2) the extent to which the leadership theories provided insight into platoon problems; and (3) the extent to which the Instructor Manual assisted in presenting and structuring the course.

The instructor questionnaire also contained open-ended questions. These questions provided instructors with the opportunity to suggest changes for each part of the Student and Instructor Manuals.

## Results

A total of 31 cadets and 7 instructors returned completed questionnaires. The mean rating for each item on the cadet questionnaire is presented in Appendix I. The mean rating for each item on the instructor questionnaire is presented in Appendix J.

Cadets rated each section of the Student Manual as clear, interesting, and useful. They felt that the Student Manual was much better than other manuals/textbooks that they had used in other courses.

Cadets' comments to the telephone interviews and the open-ended questions indicated that they were very positive about the program. As one cadet said, "This is the best course that I have ever had." Examples of other cadets' comments are presented in Appendix K.

Instructors also rated the program very positively. They rated the Student and Instructor Manuals as very acceptable and the "The Descriptive Model of Platoon Leadership" as easy to understand and representative of a platoon leader's job. "The Skills and Exercises" were rated as easy to use, very realistic, and effective. "The Principles of Leadership" and the Instructor Manual also received very favorable ratings.

Instructors' responses to the open-ended questions and the telephone interviews also indicated that they were very satisfied with the program. As one instructor stated, "The program is just what we need. It is much better than anything else that we have ever used in ROTC." A sample of the instructors' comments are presented in Appendix L.

While cadets' and instructors' comments and ratings generally supported the program, several minor problem areas were identified in the Student and Instructor Manual. These sections received low ratings and negative comments from instructors and cadets. First, several case studies in "The Descriptive Model of Platoon Leadership" were slightly confusing because cadets did not have a thorough enough understanding of the personnel within the company and battalion or the chain-of-command concept. Second, more information and examples were needed concerning a platoon leader's first meeting with the platoon and his role in managing equipment and supplies. Third, the descriptions of attachment, detachment, and the supply officer were overly complex. Fourth, the instructions and objectives of Exercises 3, 5, and 6 were slightly confusing. Fifth, Lesson 6 in the Instructor Manual did not provide adequate assistance in presenting and discussing a platoon leader's role in managing equipment and supplies. Sixth, a glossary was needed in the Student Manual.

Three other suggestions for improving the program were received. First, several instructors suggested that videotapes should be added to the program. These tapes could provide realistic examples of the topics presented in the Student Manual. Second, it was suggested that standardized, valid testing materials should be added to the program. Third, some instructors commented that the Instructor Manual was slightly awkward to use. They stated that including all exercise material in the Instructor Manual would make the program easier to use.

### Revisions

A number of revisions to the Student and Instructor Manuals were made in response to the comments received from instructors and cadets. The major revisions are described in full detail in Appendix M. In general, if a recommendation involved adding, rewriting, reorganizing, or deleting content in existing sections of the manuals, the revision was made. Those changes which involved development of new training materials such as video-tapes or a standardized testing package could not be accomplished with the funds or time remaining in the research effort.

## EVALUATION FOLLOWING IMPLEMENTATION

### Sample and Procedure

After the revisions described in Appendix M were made to the Student and Instructor Manuals, the program was made available for use by all Army ROTC units during the 1982-83 academic year. As noted earlier, all Army ROTC detachments were requested to complete a questionnaire evaluating the program.

A total of 340 responses to the evaluation questionnaire were received. All four of the ROTC regions were represented in the sample with 128, 76, 76, and 60 detachments responding from Regions I through IV, respectively.

### Evaluation Questionnaire

The Questionnaire mailed to each of the ROTC detachments contained nine items. The questions pertained to: (1) the total number of classroom hours that is devoted to teaching leadership; (2) the percentage of time that is spent in the teaching of leadership across the four years of ROTC; (3) the section(s) of the U.S. Army ROTC Leadership Development: A Performance-Based Program that were used during the academic year; (4) the classroom materials that were used in addition to (or in lieu of) the program; (5) changes that the instructor would like to see in either the Student or Instructor manuals; (6) what additional materials are needed to make the program more effective; and (7) three 9-point graphic rating scales that assessed the degree to which the program: (a) was easy to use; (b) generated an enthusiastic response from the students; and (c) was effective.

## Results

### Use of the Program

Of the 340 respondents, 56 did not use any part of the program, 102 used sections of the program, 181 used the entire program, and one respondent returned an incomplete questionnaire. Of the 102 respondents who used a portion of the program, the breakdown of the sections used are presented in Table 7

TABLE 7

Sections of Program Used (other than complete program)

| Number of Respondents | Sections of Program |
|---|---|
| 21 | Principles of Leadership & Instructor Manual |
| 18 | Principles of Leadership & Exercises & Instructor Manual |
| 15 | Principles of Leadership & Descriptive Model & Instructor Manual |
| 11 | Principles of Leadership & Descriptive Model & Exercises |
| 8 | Principles of Leadership |
| 6 | Principles of Leadership & Exercises |
| 5 | Principles of Leadership & Descriptive Model |
| 4 | Descriptive Model |
| 4 | Exercises |
| 4 | Instructor Manual |
| 2 | Descriptive Model & Exercises |
| 2 | Exercises & Instructor Manual |
| 1 | Descriptive Model & Instructor Manual |
| 1 | Descriptive Model & Exercises & Instructor Manual |

In general, the above data indicate that of the 102 respondents who adopted only a portion of the program, 82 % used the Principles of Leadership section, 61 % used the Instructor Manual, 43 % used the Exercise section, and 38 % used the Descriptive Model.

### Ease, Enthusiasm, and Effectiveness Ratings

Overall, the responses of the persons who used either a portion or the entire program indicated that: (1) on the basis of a scale that ranged from 1 ("very easy to use") to 9 ("very difficult to use"), the mean rating for ease of use was 3.32; (2) on the basis of a scale that ranged from 1 ("very enthusiastic") to 9 ("not responsive"), the mean rating for the instructor's estimate of cadet reaction to the program was 3.56; and (3) on the basis of a scale that ranged from 1 ("very effective") to 9 ("not effective"), the mean rating for the instructor's estimate of effectiveness was 3.44.

Relative to respondents who used only portions of the program, respondents who used the entire program gave significantly better ratings to the three dimensions of ease of using the program (M=3.15 versus M=3.64; t=2.50, df=277, p<.01), student enthusiasm (M=3.27 versus M=4.10; t=4.33, df=277, p<.0001) and program effectiveness (M=3.20 versus M=3.88; t=3.51, df=277, p<.0005).

### Written Comments

In addition to the three rating scales, respondents were given the opportunity to provide written suggestions for changes or general reactions to the program. Of the 283 respondents who used the program, 212 provided some form of written comments. These 212 respondents provided a total of 312 distinct comments. The 312 comments were categorized into 20 content areas. The complete listing of comments sorted by content areas is provided in Appendix N.

A listing of the content areas with frequencies and a brief description of the responses are given below:

General Comments (83 responses-26.6 %)

In general these comments were very positive and lauded the effort. The majority of comments suggested that there be no changes.

Mechanical Problems (42 responses-13.5 %)

The greatest number of responses in this category referred to a problem with the distribution of the training materials. The edition of the Instructor Manual that was mailed did not match the edition of the Student Manual. Detachments often received a revised Student Manual and an unrevised Instructor Manual, i.e., one that had been used in an earlier field evaluation and was not coordinated with the revised Student Manual.

Other concerns were for better production, e.g., better binding, covers, less typos, etc.

Audio-visual aids (32 responses-10 %)

These comments focused on a need for video-tapes, slides, and handout materials.

**Instructor Manual (20 responses-6.4 %)**

These comments ranged from a need for more information and detail to a need for less explanation and more flexibility.

**Skills and Exercises (19 responses-6.1 %)**

These comments were extremely diverse. They ranged from suggestions for more exercises and separate exercise packets to eliminating completely the role-playing exercises and substituting video-tapes of actors performing the exercises.

**Civilianize (12 responses-3.8 %)**

The comments in this category indicated the need to use more examples of leadership in civilian settings.

**Adaptation to Curriculum (12 responses-3.8 %)**

These comments focused on the disparate time allocations given to the teaching of leadership and the need for revising the program to fit the unique requirements of each detachment.

**Evaluation Material (10 responses-3.2 %)**

These comments focused on the need for standardized evaluation material available for optional use by the detachments.

**Revision of the Sequence of Sections (10 responses-3.2 %)**

While suggestions for revising the sequence of the material in the Student Manual varied from one respondent to another, several did suggest teaching the Principles of Leadership section first.

**Case Studies (10 responses-3.2 %)**

No common theme existed in the comments on the case studies. The comments ranged from lauding the realism of the cases to suggesting that a lieutenant would never encounter any of the situations described in the case studies.

**MQS-I Integration (8 responses-2.6 %)**

The comments in this category were directed toward a need for an integration of other MQS-I materials into the present program.

**Length (8 responses-2.6 %)**

The general concern expressed in this category was that the program was too long and could not be incorporated into the existing time frame that was allocated for teaching leadership.

**Principles of Leadership (8 responses-2.6%)**

The comments concerning this section were directed toward a need for providing a more comprehensive treatment of leadership theory.

### Difficulty with Student Level (8 responses-2.6%)

The concern expressed in this category was that ROTC cadets did not have sufficient experience and knowledge to appreciate the information contained in the program.

### Student and Professor Participation (7 responses-2.2 %)

The comments contained in this category pointed out that the success of the program is dependent upon active participation by both student and professor.

### Glossary (5 responses-1.6 %).

These responses indicate the need for a glossary of acronyms, abbreviations and military jargon.

### Descriptive Model (5 responses-1.6 %)

Of the five comments in this category, four responses reflected a need for additional information and one comment suggested a reduction in material.

### FM 22-100 (5 responses-1.6 %)

All of the responses in this category suggested that the present program be either replaced or integrated with FM 22-100.

### Leadership Assessment Program (4 responses-1.3 %)

These comments specifically suggested that LAP be incorporated into the program.

### Self-contained Packets (4 responses-1.3 %)

The focus of this category was a suggestion that the Student Manual be organized into self-contained modules and that the modular packet be divided into topic discussion areas.

### Additional Materials

To provide data that would aid in future decisions related to ROTC curriculum design, the classroom materials that were used in addition to (or in lieu of) the program were also analyzed. It is interesting to note that the most predominant materials were FM 22-100, FM 22-101, and *A Study of Organizational Leadership*. The data for the 340 respondents are presented in Table 8

## TABLE 8

## Additional Materials Used By Detachments

| Number of respondents who cited the use of materials. | Type of Material |
|---|---|
| 151 | FM 22-100 Military Leadership |
| 88 | FM 22-101 Leadership Counseling |
| 70 | A Study of Organizational Leadership(USMA) |
| 59 | ROTC Management Simulation Program |
| 44 | Leadership Assessment Orientation Program |
| 44 | One or more parts of the MQS-I materials |
| 30 | The Army Officer's Guide |
| 23 | Ft. Benning (USAIS):<br>Exercises and text on Basic Problems in Small Unit Leadership.(HumRRO)<br>Military Leadership (ST 22-100-186-1)<br>Selected Readings in Command Subjects (ST 22-100-188) |
| 18 | TEC Tapes and Films:<br>Fundamentals of Leadership-I (909-071-0031)<br>Fundamentals of Leadership-II (909-071-0032)<br>Fundamentals of Leadership-III (909-071-0033)<br>Fundamentals of Leadership-IV (909-071-0034)<br>Indicators of Unit Effectiveness (909-071-0035)<br>Small Unit Leadership (909-071-0036)<br>Problems of Small Unit Leadership (909-071-0037)<br>Videotape of 11 leadership problems in male/female units (MF 62-9907)<br>"Twelve O'Clock High" (Movie)<br>"I am a Soldier" (Movie) |
| 17 | Taking Command |
| 15 | FM 22-5 Drill and Ceremonies |
| 11 | FM 21-20 Physical Readiness Training |
| 10 | War, Morality, and the Military (Book by M.M. Wakin) |
| 6 | Leader-Match |
| 6 | FM 22-600-20 NCO Guide |
| 4 | FM 21-6 Military Training |
| 3 | FM 7-8 Infantry, Platoon, and Squad |
| 3 | FM 101-5 Staff Officer's Field Manual: Staff Organization and Procedures |
| 3 | Leadership and Exchange in Formal Organizations (Book by T.O. Jacobs) |

## Hours Spent in Teaching Leadership at Each MS Level

The items which pertained to the total number of hours that were devoted to teaching leadership and the percentage of these hours that was given at each MS level were also analyzed. Because some of the respondents gave percentages that did not total 100 %, the investigators did not use these data in their analysis. Of the 340 respondents, 254 returned useable answers to these questions.

The data were categorized in intervals of 15 hours of time spent in teaching leadership. Those respondents who exceeded 90 hours of total time were placed in the categories of 91-120 hrs. and 121+ hrs. On the average, approximately 13 % of the total hours of leadership training was taught in the first year of ROTC training, 22 % in the second year, 40 % in the third year, and 25 % in the fourth year. The average number of hours spent teaching leadership was 7.83 in MS-I, 13.85 in MS-II, 21.99 in MS-III, and 17.10 in MS-IV.

The greatest number of respondents were in the 31-45 hrs. category (N=62) followed by the 16-30 hrs. category (N=57), and the 46-60 hrs. category (N=47). The means and standard deviations of the time spent teaching leadership at each MS level as well as the percentage of time teaching leadership at each MS level of the total hours that are spent teaching leadership across all four years are presented in Table 9

TABLE 9

Mean and Standard Deviation of Hours Teaching Leadership

| Respondent Category | | MS-I | MS-II | MS-III | MS-IV |
|---|---|---|---|---|---|
| 3-15 hrs. | M | 1.24 | .18 | 7.87 | 1.88 |
| M=11.17 | SD | 1.80 | .61 | 4.77 | 2.74 |
| SD=3.59 | % | 19 | 1 | 64 | 15 |
| N=12 | | | | | |
| 16-30 hrs. | M | 3.74 | 6.07 | 9.92 | 3.71 |
| M=23.44 | SD | 6.33 | 7.61 | 7.99 | 4.78 |
| SD=4.36 | % | 15 | 26 | 43 | 16 |
| N=57 | | | | | |
| 31-45 hrs. | M | 4.35 | 8.53 | 17.25 | 8.98 |
| M=39.11 | SD | 6.12 | 9.71 | 11.44 | 7.72 |
| SD=4.42 | % | 11 | 21 | 44 | 23 |
| N=62 | | | | | |
| 46-60 hrs. | M | 8.57 | 10.91 | 19.88 | 15.16 |
| M=54.53 | SD | 10.15 | 12.63 | 12.83 | 12.33 |
| SD=4.61 | % | 16 | 20 | 38 | 28 |
| N=47 | | | | | |
| 61-75 hrs. | M | 4.24 | 16.71 | 25.48 | 22.24 |
| M=68.67 | SD | 5.07 | 13.96 | 11.68 | 13.22 |
| SD=4.27 | % | 6 | 24 | 37 | 32 |
| N=21 | | | | | |
| 76-90 hrs. | M | 9.84 | 18.48 | 28.95 | 29.17 |
| M=86.45 | SD | 8.75 | 15.34 | 12.50 | 11.13 |
| SD=4.14 | % | 12 | 22 | 33 | 34 |
| N=20 | | | | | |
| 91-120 hrs. | M | 13.99 | 27.90 | 31.90 | 34.81 |
| M=108.60 | SD | 9.86 | 21.71 | 12.28 | 14.98 |
| SD=9.60 | % | 13 | 26 | 30 | 32 |
| N=15 | | | | | |
| 121+ hrs. | M | 29.59 | 49.44 | 66.37 | 63.35 |
| M=208.75 | SD | 28.29 | 36.00 | 53.12 | 47.68 |
| SD=134.90 | % | 14 | 26 | 30 | 29 |
| N=20 | | | | | |
| Total | M | 7.83 | 13.85 | 21.99 | 17.10 |
| M=60.76 | SD | 12.65 | 19.14 | 23.12 | 22.88 |
| SD=62.16 | % | 13 | 22 | 40 | 24 |
| N=254 | | | | | |

# CONCLUSIONS

A number of conclusions may be drawn from the results of the evaluations and are as follows:

(1) There is strong support for the acceptability of *U.S. Army ROTC Leadership Development: A Performance-Based Program*. In general, the ratings and comments made by instructors and cadets indicate that the program was well-liked, easy to use, and perceived to be effective.

(2) The effectiveness, ease of use, and student enthusiasm ratings were significantly higher when the instructors used the entire leadership program rather than just portions of it.

(3) The greatest percentage of respondents indicated that the program should not be changed. The next greatest percentage of respondents indicated that there had been a problem with the distribution of materials. These detachments had been sent revisions of the Student and Instructor manuals that did not match.

(4) It was felt that developing a set of videotapes and standardized testing material to complement *U.S. Army ROTC Leadership Development: A Performance-Based Program*. would make the program more effective and easier to use. Also, the addition of a Glossary was highly recommended.

(5) In the assessment of the current materials used in addition to (or in lieu of) the *U.S. Army ROTC Leadership Development: A Performance-Based Program*, the results of the survey indicated that the most used materials were: (a) FM 22-100; (b) FM 22-101; (c) *A Study of Organizational Leadership* (d) ROTC Management Simulation Program; (e) Leadership Assessment Program (Rogers, et. al, 1982); (f) MQS-I materials; and the *Army Officer's Guide*.

(6) The assessment of the distribution of hours spent in teaching leadership revealed that, on the average, approximately 13 % of the time devoted to leadership is given in the first year of ROTC training, 22 % in the second year, 40 % in the third year, and 25 % in the fourth year. The actual number of hours varied greatly. On the average, the number of hours spent teaching leadership was 7.83 in MS-I, 13.85 in MS-II, 21.99 in MS-III, and 17.10 in MS-IV.

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# Appendix A

## LEADERSHIP DIMENSIONS AND TASKS IDENTIFIED IN MONOGRAPH 8 (CLEMENT AND AYRES, 1976)

1. Communication:

Applies interpersonal skills
Responds to non-verbal cues
Listens emphatically
Employs horizontal communication channels
Disseminates information
Applies writing skills
Listens for comprehension
Develops informal communication channels
Briefs supervisors
Attends meetings
Develops persuasion skills

2. Human Relations:

Formulates relations within a small work group
Keeps subordinates informed
Applies rewards equitably
Gives credit where due
Responds to personal needs and problems
Evaluates immediate personal needs
Plans work group interrelations
Shows interest in subordinates' welfare

3. Counseling:

Identifies employees with personal problems
Refers subordinates to appropriate personnel or agency
Employs open-ended questioning
Evaluates work performance against job criteria
Refers problems as appropriate
Assists individuals to develop and implement action plans for resolution of manageable problem areas
Selects appropriate interviewing techniques
Is conscious of eye contact, body position
Synthesized feedback content
Identifies performance feedback
Suggests plan for performance feedback

4. Supervision:

Enforces organizational rules
Treats subordinates fairly and consistently
Organizes use of equipment
Assigns personnel to tasks
Administers on-the-spot corrections
Performs safety inspections
Administers rewards and punishments
Compares work group activities to those of other groups
Corrects undesirable behavior of subordinates
Orients and trains new personnel
Focuses on efficiency of operations
Selects qualified people
Reviews production results

5. Technical

Selects procedures, techniques, and methods
Performs military occupation specialty
Synthesizes procedures and processes which are subsumed in the management science dimension

6. Management Sciences:

Controlling
Organizing
Development (staffing)
Evaluation
Problem-solving
Setting objectives

7. Decision-Making:

Carries out decisions
Formulates decisions which pertain to specific work unit functioning
Assigns workers to particular jobs
Plans within short-term time parameters
Follows standardized procedures
Understands and utilizes decision-making techniques
Reviews long-term impact of decisions
Determines whether or not to share decision-making authority
Makes decisions regarding operational procedures

8. Planning:

Schedules work and maintenance
Sets short-term production goals
Organizes for immediate present
Operates within short-term time spans
Complies with administrative procedures
Schedules work
Sets short-term production goals
Participates in some planning activities

Establishes intermediate general objectives
Makes recommendations
Adapts to internal and external change

8. Ethics:

Recognizes the need to be punctual, discrete, cooperative, fair, and honest in dealing with personnel
Recognizes the impact of role modeling
Comprehends the fact that the leader has to operate under behavioral constraints
Recognizes the value of maintaining social distance and so begins to detach himself from socializing outside of work with subordinates

# Appendix B

## LEADERSHIP DIMENSIONS IDENTIFIED IN THE LEADERSHIP ASSESSMENT PROGRAM

1. Communications: This includes writing and speaking skills.

2. Personal/Motivational: This area includes those behaviors which involve desires, motivations, personal standards, or other aspects related to internal/personal aspects of a person's behavior.

3. Interpersonal: This area concerns behaviors exhibited in interactions with others. They can occur in group or one-on-one situations. Typical behaviors in this category would include attempts to and success in influencing others.

4. Administrative: Behaviors related to administering or managing resources, staff or material would fall into this category. Typical behaviors in this category include planning activities, quality control techniques, allocation of resources or staff, etc.

5. Decision-Making: This category would include behaviors related to the decision-making process of recognizing problems, gathering data, analyzing data, and making decisions to solve problems.

6. Technical: This category will be different for different specialty areas in the Army but refers to technical knowledge and proficiency common to all branches and particular fields (e. g., engineering, artillery, etc.).

## Appendix C

## CURRICULUM ELEMENTS IDENTIFIED BY ARMY ROTC INSTRUCTORS

1. Plan/conduct an inspection
2. Plan for unit drills and ceremonies
3. Conduct unit drills and ceremonies
4. Conduct job performance counseling with subordinates
5. Conduct personal counseling with subordinate
6. Counsel personnel on disciplinary matters
7. Plan for unit meetings/conferences
8. Conduct unit meetings/conferences
9. Supervise subordinates
10. Manage change
11. Supervise a unit organizational effectiveness operation
12. Develop subordinates potential
13. Review organizational processes
14. Determine success or failure of actions
15. Maintain unit cohesion
16. Reduce dissatisfaction
17. Ensuring coordination is accomplished
18. Accept risks
19. Perform effective listening
20. Communicate orders and instructions to subordinates
21. Establish channels of communications
22. Monitor communication channels
23. Identify/eliminate barriers to communications
24. Provide feedback
25. Analyze feedback data
26. Synthesize information
27. Integrate individual needs/goals with organizational needs/goals
28. Develop teamwork
29. Clarify roles of subordinates
30. Motivate subordinates
31. Establish proper authority relationships
32. Apply an appropriate leadership style based on the situation
33. Influence others
34. Identify the dynamics of group interaction
35. Encourage subordinates to do independent/creative work
36. Use effective interviewing techniques during counseling
37. Act on your limitations as a counselor
38. Use a decision-making process
39. Implement new and/or different solutions to problems which have a proven solution
40. Manage resources to accomplish mission
41. Manage time

42. Analyze and improve workflow in a unit or activity
43. Manage conflict
44. Establish effective unit goals and objectives
45. Develop a plan to achieve unit goals and objectives
46. Execute a plan
47. Evaluate a plan
48. Determine the impact of an action on a unit
49. Use backward planning techniques
50. Establish individual goals and objectives
51. Set the example (Ethical)
52. Set the example (Role Model)
53. Provide for soldiers' needs
54. Control fear and panic
55. Enforce discipline
56. Analyze unit mission and determine directed/specified and implied tasks
57. Assign priorities to accomplish a mission
58. Participate in community affairs and attend military social functions

## Appendix D

## QUESTIONS ASKED TO LIEUTENANTS AND NCOS

Questions for Lieutenants

1. What are your four primary duties as a lieutenant?
2. What goals do you hope to accomplish as a platoon leader?
3. Do you feel that you know how you fit into the whole scheme of the military organization?
4. What are the major problems/frustrations preventing you from performing your job or reaching your goals?
5. What are the most frequently used leadership techniques that you rely on to motivate and persuade your troops? What three situations cause the most problems with respect to these techniques?
6. Do you ever consult your subordinates for possible alternate ways of accomplishing a task?
7. Do you have a group of men within your platoon that you can rely on more than others? How did you arrive at this distinction?
8. How do you interact with your troops? What are some of the problems that you have encountered when interacting with the troops?
9. What are the three primary tools available which you may use to reinforce your authority? When are these useful?
10. What do you see as the three primary duties of your platoon sergeant? squad leaders? Do they adequately perform these duties? If not, what could you do to increase their performance?
11. Do you feel confident in your ability to lead the platoon? Why or why not?

Questions for NCOs

1. What are the four primary duties of an NCO?
2. What goals do you hope to achieve in the unit?
3. What problems/frustrations prevent you from performing your job or reaching your goals?
4. What are the three primary duties or responsibilities of your lieutenant?
5. What are the most frequent problems you encounter when working with lieutenants?
6. How long does it take you to gain respect for a lieutenant? What behaviors must that officer display before you are willing to accept him as your leader?
7. What personal goals do you hope to achieve?

## Appendix E

## MAJOR PROBLEM AREAS OF PLATOON LEADERSHIP

1. Premature Leadership: Lieutenant attempts to change platoon operations before he becomes part of that unit.

2. Lieutenants have unrealistic expectations about their authority, their job, and their subordinates' performance.

3. NCO Relationships

    a) Lieutenants do not know how to approach an NCO.

    b) Lieutenants fail to use the NCO chain-of-command when giving orders.

    c) Lieutenants cannot distinguish between good and bad NCOs.

    d) Lieutenants have difficulty counseling NCOs about personal, discipline, and performance problems.

    e) Lieutenants have difficulty in establishing good working relationships with NCOs.

4. Lieutenants do not fully understand their role in the organizational structure

5. Lieutenants fail to use time properly and to delegate certain tasks to subordinates.

6. Lieutenants are not able to communicate effectively with troops.

7. Lieutenants are not able to understand the value systems and needs of subordinates.

8. Lieutenants are not able to motivate the troops.

9. Lieutenants have difficulty counseling soldiers in the platoon.

10. Lieutenants do not understand how to influence subordinates.

11. Lieutenants have difficulty dealing with informal leaders.
12. Lieutenants do not understand local SOPs, why they exist, and how they affect job performance.
13. Lieutenants do not understand how to solve morale problems.

## Appendix F

## INSTRUCTORS' COMMENTS ON WORKING DRAFT OF STUDENT MANUAL

1. The Descriptive Model does a great job of painting a picture of what a platoon leader does. Furthermore, the use of case studies should make the manual very interesting for cadets.

2. The Descriptive Model is good and on the right track.

3. We have no reservations about the package's relevancy to ROTC cadets. The scenario and case studies are representative of situations that a 2nd lieutenant may experience and encounter.

4. It is well done. The content is appropriate and relevant. The proposed methodology provides opportunity to make the material both realistic and understandable. It is definitely not "cut and dry".

5. My staff and I have reviewed the Student Manual. It would be correct for us to summarize your effort as being truly outstanding.

6. We were so impressed that we feel that the instructor's manual should be nothing more than a brief overview of some instructional techniques. In other words, just a few tips on running the case studies and leadership exercises.

7. I congratulate you on your excellent work. I think that it will make a large contribution to ROTC in this country.

8. All of us here agree that a book of this type will be extremely helpful to new officers preparing to enter active duty.

9. The book has a great deal of potential and should be very effective once revised.

10. The manual is very good. I will use it as soon as possible.

11. The manual is much better than anything else that we have now. I am going to run off some copies from my draft and give them to my MS-IVs before they graduate.

12. I liked the manual very much. We will incorporate it in our curriculum beginning Fall semester of 1982.

13. The package is good, but most of the information presented in the package is contained in one form or another in manuals which are already in circulation.

# Appendix G

# CADET QUESTIONNAIRE

## Instructions for Evaluation of

## Leadership Training Program

This packet contains evaluation forms for the Leadership Training Program. You will find two types of questions in the evaluation form. One type of question is an open-ended comment question. These questions ask for suggestions to improve different sections of the Student's Manual. Space is provided for answering each of these questions. However, if more space is needed to answer the question, feel free to continue your comments on the back of the page.

The second type of question contained within each evaluation form is a close-ended rating question. This type of question requires that you circle the number which corresponds to your answer. You will be asked to rate different sections of the textbook on four different dimensions using a close-ended rating question. These dimensions are defined below.

### Dimension 1: Clarity of Language

This dimension refers to the degree to which the section is written in clear, unambiguous, and comprehensible language. You will be asked to evaluate this dimension on the following 5-point scale.

Clarity of Language. To what extent was the section presented in clear and understandable language?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Understandable | | Moderately Understandable | | Very Understandable |

### Dimension 2: Clarity of Content

This dimension refers to the presentation of the content in the section. A low score on this dimension indicates that the content was presented in an illogical and confusing manner. A high score on this dimension indicates that the content in the section was presented in a clear, logical, and concise manner, and the major teaching points are easily seen. You are asked to evaluate this dimension on the following 5-point scale.

Clarity of Content. To what extent was the content in this section presented in a clear, logical, and easy to follow form.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Confusing | | Moderately Clear | | Very Clear |

### Dimension 3: Interest Level of Material

This dimension refers to the interestingness of the material. A low score on this dimension indicates that the material was presented in a boring and uninteresting form. A high score on this dimension indicates that the material is interesting and exciting. You should evaluate this dimension on the following 5-point scale.

Interest Level of Material. To what extent was the section presented in an interesting and exciting form?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Boring | | Moderately Interesting | | Very Interesting |

Dimension 4: Utility of Material

This dimension refers to the perceived usefulness of the material. That is, to what extent do you feel the material will be useful when you enter the Army? A high score on this dimension indicates that the material will be useful when you enter a platoon. A low score on the dimension indicates that the material will not be useful. You will be asked to evaluate this dimension on the following 5-point scale.

Utility of Material. To what extent was the material relevant and useful for a future platoon leader.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Relevant | | Moderately Relevant | | Very Relevant |

Please turn to the next page and complete the questionnaire. When completed, please return it to your instructor.

## Rating Form for the Descriptive Model of Platoon Leadership

Please answer the following questions about the Descriptive Model of Platoon Leadership.

### Lesson 1: Entering the platoon (pgs. 1-27)

1. Clarity of Language.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

2. Clarity of Content.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

3. Interest Level of Material.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

4. Utility of Material.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

5. Comments. Please note any changes that would improve the material in lesson 1.

______________________________________________

______________________________________________

______________________________________________

### Lesson 2: The Company Environment (pgs. 27-34)

6. Clarity of Language.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

7. Clarity of Content.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

8. Interest Level of Material.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very<br>Boring | | Moderately<br>Interesting | | Very<br>Interesting |

9. Utility of Material.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not<br>Useful | | Moderately<br>Useful | | Very<br>Useful |

10. Comments. Please note any changes that would improve the material in lesson 2.

Lesson 3: Organizational Structure and Additional Duties (pgs. 35-55)

11. Clarity of Language.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not<br>Understandable | | Moderately<br>Understandable | | Very<br>Understandable |

12. Clarity of Content.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very<br>Confusing | | Moderately<br>Clear | | Very<br>Clear |

13. Interest Level of Materal.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very<br>Boring | | Moderately<br>Interesting | | Very<br>Interesting |

14. Utility of Material.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not<br>Useful | | Moderately<br>Useful | | Very<br>Useful |

15. Comments. Please note any changes that would improve the material in lesson 3.

### Lesson 4: Training (pgs. 56-71)

16. Clarity of Language.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

17. Clarity of Content.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

18. Interest Level of Material.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

19. Utility of Material.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

20. Comments. Please note any changes that would improve the material in lesson 4.

____________________________________________

____________________________________________

____________________________________________

### Lesson 5: Counseling (pgs. 72-101)

21. Clarity of Language.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

22. Clarity of Content.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

23. Interest Level of Material.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

24. Utility of Material.

| | | | | |
|---|---|---|---|---|
| 1<br>Not<br>Useful | 2 | 3<br>Moderately<br>Useful | 4 | 5<br>Very<br>Useful |

25. Comments. Please note any changes that would improve the material in lesson 5.

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Lesson 6: Equipment and Supplies (pgs. 102-104)

26. Clarity of Language.

| | | | | |
|---|---|---|---|---|
| 1<br>Not<br>Understandable | 2 | 3<br>Moderately<br>Understandable | 4 | 5<br>Very<br>Understandable |

27. Clarity of Content.

| | | | | |
|---|---|---|---|---|
| 1<br>Very<br>Confusing | 2 | 3<br>Moderately<br>Clear | 4 | 5<br>Very<br>Clear |

28. Interest Level of Material.

| | | | | |
|---|---|---|---|---|
| 1<br>Very<br>Boring | 2 | 3<br>Moderately<br>Interesting | 4 | 5<br>Very<br>Interesting |

29. Utility of Material.

| | | | | |
|---|---|---|---|---|
| 1<br>Not<br>Useful | 2 | 3<br>Moderately<br>Useful | 4 | 5<br>Very<br>Useful |

30. Comments. Please note any changes that would improve the material in lesson 6.

______________________________

______________________________

______________________________

Summary

31. Which lesson in the Descriptive Model did you like the least? ____________

Why? ______________________________

______________________________

32. Which lesson in the Descriptive Model did you like the most? ______________

Why? ____________________________________________________________

_________________________________________________________________

_________________________________________________________________

33. How does the first six lessons of the Descriptive Model compare with other textbook/manuals you have read in other classes?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| The Worst | | Average | | The Best |

34. Final Comments. Please make any suggestions that would improve the Descriptive Model.

_________________________________________________________________

_________________________________________________________________

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_________________________________________________________________

## Rating Form for the Theory and Exercises

Please answer the following questions about the theories and exercises:

### Communication Skills

1. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

2. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

3. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

4. Utility of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

5. Comments. Please note any changes that would improve the section on communication skills. ______________________________________________________

__________________________________________________________________________

### Exercise 1: Meeting with Company Commander

6. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

7. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

8. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

9. Utility of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

10. Comments. Please note any changes that would improve this exercise. __________

__________________________________________________________________________

__________________________________________________________________________

Exercise 2: Meeting with Platoon Sergeant

11. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

12. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

13. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

14. Utility of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

15. Comments. Please note any changes that would improve this exercise. __________

__________________________________________________________________________

__________________________________________________________________________

Exercise 3: Three Modes of Communication

16. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

17. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

18. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

19. Utility of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

20. Comments. Please note any changes that would improve this exercise. __________

________________________________________________________________________

________________________________________________________________________

### Human Relations Skills

21. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

22. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

23. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

24. Utility of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

25. Comments. Please note any changes that would improve this section of the textbook. ________________________________________________

________________________________________________________________________

### Related Theories (Path-goal, Social-Exchange, pgs. 141-146).

26. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

27. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

28. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

29. Utility of Material. To what extent did these theories provide an understanding of human relations skills?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | | Moderately | | Very Much |

30. Comments. Please note any changes that would improve these theories. __________

________________________________________________________________________

________________________________________________________________________

Exercise 4: Performance and Personal Counseling

31. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

32. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

33. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

34. Utility of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Useful | | Moderately Useful | | Very Useful |

35. Comments. Please note any changes that would improve this exercise. __________

________________________________________________________________________

________________________________________________________________________

## Exercise 5: Cultural Biases and Stereotypes

36. Clarity of Language

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Understandable | | Moderately Understandable | | Very Understandable |

37. Clarity of Content

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Confusing | | Moderately Clear | | Very Clear |

38. Interest Level of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Boring | | Moderately Interesting | | Very Interesting |

39. Utility of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Useful | | Moderately Useful | | Very Useful |

40. Comments. Please note any changes that would improve this exercise. ________

________________________________________

________________________________________

## Understanding the Organizational Structure

41. Clarity of Language

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Understandable | | Moderately Understandable | | Very Understandable |

42. Clarity of Content

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Confusing | | Moderately Clear | | Very Clear |

43. Interest Level of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Boring | | Moderately Interesting | | Very Interesting |

44. Utility of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Useful | | Moderately Useful | | Very Useful |

45. Comments. Please note any changes that would improve this exercise. ____________

____________________________________________________________________

____________________________________________________________________

## Exercise 6: Organizational Structures in the Platoon, Company, and Battalion

46. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

47. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

48. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

49. Utility of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

50. Comments. Please note any changes that would improve this exercise. ____________

____________________________________________________________________

____________________________________________________________________

## Power and Influence Skill Section

51. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

52. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

53. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

54. Utility of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not<br>Useful | | Moderately<br>Useful | | Very<br>Useful |

55. Comments. Please note any changes that would improve this section. __________

______________________________________________________________________

______________________________________________________________________

Related Theories (Bases of Power, Social Power and Leadership, pgs. 140-144).

56. Clarity of Language

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not<br>Understandable | | Moderately<br>Understandable | | Very<br>Understandable |

57. Clarity of Content

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very<br>Confusing | | Moderately<br>Clear | | Very<br>Clear |

58. Interest Level of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very<br>Boring | | Moderately<br>Interesting | | Very<br>Interesting |

59. Utility of Material. To what extent did these theories provide an understanding of power and influence skills.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not at<br>all | | Moderately | | Very<br>Much |

60. Comments. Please note any changes that would improve these theories. ________

______________________________________________________________________

______________________________________________________________________

Exercise 8: Bases of Power in Different Situations

61. Clarity of Language

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not<br>Understandable | | Moderately<br>Understandable | | Very<br>Understandable |

62. Clarity of Content

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Confusing | | Moderately Clear | | Very Clear |

63. Interest Level of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Boring | | Moderately Interesting | | Very Interesting |

64. Utility of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Useful | | Moderately Useful | | Very Useful |

65. Comments. Please note any changes that would improve this exercise. __________

______________________________________________________________________

______________________________________________________________________

Exercise 9: Power, Influence, and Decisions

66. Clarity of Language

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Understandable | | Moderately Understandable | | Very Understandable |

67. Clarity of Content

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Confusing | | Moderately Clear | | Very Clear |

68. Interest Level of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Boring | | Moderately Interesting | | Very Interesting |

69. Utility of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Useful | | Moderately Useful | | Very Useful |

70. Comments. Please note any changes that would improve this exercise. __________

______________________________________________________________________

______________________________________________________________________

Management Skills

71. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

72. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

73. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

74. Utility of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

75. Comments. Please note any changes that would improve this section. __________

____________________________________________________________

____________________________________________________________

Relevant Theories (Vroom's Decision Making, VDL Approach to Leadership, Four-Factor Theory, pgs. 131-140).

76. Clarity of Language

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

77. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

78. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

79. Utility of Material. To what extent did these theories provide an understanding of management skills.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not at all | | Moderately | | Very Much |

80. Comments. Please note any changes that would improve this section. __________

______________________________________________________________

______________________________________________________________

### Exercise 10: Decision Making and Conflicting Demands

81. Clarity of Language

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Understandable | | Moderately Understandable | | Very Understandable |

82. Clarity of Content

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Confusing | | Moderately Clear | | Very Clear |

83. Interest Level of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Boring | | Moderately Interesting | | Very Interesting |

84. Utility of Material

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Useful | | Moderately Useful | | Very Useful |

85. Comments. Please note any changes that would improve this exercise. __________

______________________________________________________________

______________________________________________________________

### Exercise 11: In-Basket Exercise

86. Clarity of Language

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Understandable | | Moderately Understandable | | Very Understandable |

87. Clarity of Content

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

88. Interest Level of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Boring | | Moderately Interesting | | Very Interesting |

89. Utility of Material

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Useful | | Moderately Useful | | Very Useful |

90. Comments. Please note any changes that would improve this exercise.__________

______________________________________________________________________

______________________________________________________________________

Summary

91. What skill section did you like the most? __________________ Why? __________

______________________________________________________________________

92. What skill section did you like the least? __________________ Why? __________

______________________________________________________________________

93. What exercise did you like the most? ____________________ Why? __________

______________________________________________________________________

94. What exercise did you like the least? ____________________ Why? __________

______________________________________________________________________

95. Which theory did you like the most? ______________________ Why? __________

______________________________________________________________________

96. Which theory did you like the least? _____________________ Why? __________

______________________________________________________________________

97. How does this textbook/training program compare with the other textbook/manuals you have read in other classes?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| The Worst | | Average | | The Best |

98. Final Comments. Please make any suggestions that would improve the Skills and Exercises and Theories of Leadership. ______________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

# Appendix H

# INSTRUCTOR QUESTIONNAIRE

## Instructions for Evaluation of Lessons 1-6

This packet contains evaluation forms for Lesson 1-6. You will find two types of questions in the evaluation form for each lesson. One type of question is an open-ended comment question. These questions ask for suggestions to improve different sections of the Instructor's Manual and Student's Manual. Space is provided for answering each of these questions. However, if more space is needed to answer the question, feel free to continue your comments on the back of the page.

The second type of question contained within each evaluation form is a close-ended rating question. This type of question requires that you circle the number which corresponds to your answer. You will be asked to rate different sections of the textbook on three different dimensions using a close-ended rating question. These dimensions are defined below.

### Dimension 1: Clarity of Language

This dimension refers to the degree to which the section is written in clear, unambiguous, and comprehensible language. You will be asked to evaluate this dimension on the following 5-point scale.

Clarity of Language. To what extent was the section presented in clear and understandable language?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

### Dimension 2: Clarity of Content

This dimension refers to the presentation of the content in the section. A low score on this dimension indicates that the content was presented in an illogical and confusing manner. A high score on this dimension indicates that the content in the section was presented in a clear, logical, and concise manner, and the major teaching points are easily seen. You are asked to evaluate this dimension on the following 5-point scale.

Clarity of Content. To what extent was the content in this section presented in a clear, logical, and easy to follow form.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

### Dimension 3: Representativeness of Content

This dimension refers to the appropriateness of the content presented in the section. A low score on this dimension indicates that the material is not realistic or that important points have been omitted. A high score indicates that the material is representative of the content area and that all major aspects of the content domain were adequately described. You will be asked to evaluate each section on the following 5-point scale.

Representative of Content. How representative do you feel that the material presented in this section was of the process being described?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not<br>Representative | | Moderately<br>Representative | | Very<br>Representative |

Each section of the textbook will be evaluated on these three dimensions. To simplify your rating, a matrix has been constructed for each lesson. This matrix has the different sections of the textbook in the rows and the three dimensions in the columns. By filling out each cell in the matrix you will rate all sections of the textbook on the three dimensions.

Please respond to and return only those lessons which were used with your class. You should send your completed evaluation forms and those completed by cadets to:

Dr. Joseph A. Sgro
Department of Psychology
Virginia Tech
Blacksburg, VA 24061

Please fill out the following information before rating the textbook.

Institution: ____________________

Instructor's Name: ____________________

Class Level: MSI MSII MSIII MSIV

Number of Cadets Participating in Program: ____________

## Lesson 1: Entering a Platoon

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the three dimensions is also presented in the instructions.

DIMENSIONS

| | Clarity of Language | | | | | Clarity of Content | | | | | Representativeness | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1<br>Not Under-standable | 2 | 3 | 4 | 5<br>Very Under-standable | 1<br>Confusing | 2 | 3 | 4 | 5<br>Clearly | 1<br>Not Represen-tative | 2 | 3 | 4 | 5<br>Very Represen-tative |
| In-processing (pgs 9-10) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Meeting the Company Commander (pgs 10-16) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Meeting the Platoon Sergeant (pgs 16-25) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Meeting the Platoon (pg 25) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Other Lieutenants (pgs 25-26) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

2. Accuracy

List specific inaccuracies which were in the text material of lesson 1 (this should include Army terms, tasks, relationship among personnel, etc.).

________________________________________

________________________________________

________________________________________

________________________________________

3. Summary

To what extent did the material in lesson 1 provide the cadets with some conceptualization and understanding of entering the platoon.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

4. Comments

Please note any changes that would improve lesson 1.

5. Instructors Manual

To what extent did the material in the Instructor's Manual help you present the process of entering the platoon.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

6. Comments

Please note any changes that would improve lesson 1 of the Instructor's Manual.

## Lesson 2: The Company Environment

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the three dimensions is also presented in the instructions.

DIMENSIONS

| | Clarity of Language | | | | | Clarity of Content | | | | | Representativeness | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | Not Understandable | | | | Very Understandable | Confusing | | | | Clearly | Not Representative | | | | Very Representative |
| Standard Operating Procedures (pgs 27-29) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| The Platoon File (pgs 29-30) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Soldiers (pgs 30-31) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Cultural Differences (pgs. 31-32) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Leading the Platoon (pgs 32-34) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

2. Accuracy

List specific inaccuracies which were in the text material of lesson 2 (this should include Army terms, tasks, relationship among personnel, etc.).

____________________________________________

____________________________________________

____________________________________________

____________________________________________

### 3. Summary

To what extent did the material in lesson 2 provide the cadets with some conceptualization and understanding of the company environment.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

### 4. Comments

Please note any changes that would improve lesson 2.

### 5. Instructors Manual

To what extent did the material in the Instructor's Manual help you present lesson 2.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

### 6. Comments

Please note any changes that would improve lesson 2 of the Instructor's Manual.

## Lesson 3: Organizational Structures and Additional Duties

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the three dimensions is also presented in the instructions.

DIMENSIONS

| | Clarity of Language | | | | | Clarity of Content | | | | | Representativeness | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 Not Under-standable | 2 | 3 | 4 | 5 Very Under-standable | 1 Confusing | 2 | 3 | 4 | 5 Clearly | 1 Not Represen-tative | 2 | 3 | 4 | 5 Very Represen-tative |
| Chain of Command (pgs 35-38) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Personnel of the Battalion (pgs 39-42) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Attachment and Detachment (pg 44) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Additional Duties (pgs 44-45) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

2. Accuracy

List specific inaccuracies which were in the text material of lesson 3 (this should include Army terms, tasks, relationship among personnel, etc.).

3. Summary

To what extent did the material in lesson 3 provide the cadets with an understanding of organizational structures and additional duties.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

4. Comments

Please note any changes that would improve lesson 3.

5. Instructors Manual

To what extent did the material in the Instructor's Manual help you present lesson 3.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

6. Comments

Please note any changes that would improve lesson 3 of the Instructor's Manual.

## Lesson 4: Training

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the three dimensions is also presented in the instructions.

DIMENSIONS

| | Clarity of Language | Clarity of Content | Representativeness |
|---|---|---|---|
| | 1 2 3 4 5<br>Not Understandable — Very Understandable | 1 2 3 4 5<br>Confusing — Clearly | 1 2 3 4 5<br>Not Representative — Very Representative |
| Introduction to Training (pg 56) | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Training Schedules (pgs 57-59) | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Types of Training (pgs 59-61) | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Planning and Preparing Training (pgs 61-69) | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Conducting Training and Flexibility (pgs 69-71) | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

2. Accuracy

List specific inaccuracies which were in the text material of lesson 4 (this should include Army terms, tasks, relationship among personnel, etc.).

3. Summary

To what extent did the material in lesson 4 provide the cadets with an understanding of a platoon leader's role in training.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Little | | Moderately | | Very Much |

4. Comments

Please note any changes that would improve lesson 4.

5. Instructors Manual

To what extent did the material in the Instructor's Manual help you present lesson 4.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Little | | Moderately | | Very Much |

6. Comments

Please note any changes that would improve lesson 4 of the Instructor's Manual.

## Lesson 5: Counseling

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the three dimensions is also presented in the instructions.

DIMENSIONS

| | Clarity of Language | | | | | Clarity of Content | | | | | Representativeness | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | Not Understandable | | | | Very Understandable | Confusing | | | | Clearly | Not Representative | | | | Very Representative |
| Introduction to Counseling (pg 72) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Performance Counseling (pgs 73-80) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Personal Counseling (pgs 80-91) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Discipline Counseling (pgs 92-102) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

2. Accuracy

List specific inaccuracies which were in the text material of lesson 5 (this should include Army terms, tasks, relationship among personnel, etc.).

3. Summary

To what extent did the material in lesson 5 provide the cadets with an understanding of a platoon leader's role in counseling.

|  |  |  |  |  |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little |  | Moderately |  | Very Much |

4. Comments

Please note any changes that would improve lesson 5.

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5. Instructors Manual

To what extent did the material in the Instructor's Manual help you present lesson 5.

|  |  |  |  |  |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little |  | Moderately |  | Very Much |

6. Comments

Please note any changes that would improve lesson 5 of the Instructor's Manual.

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Lesson 6: Equipment and Supplies

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the three dimensions is also presented in the instructions.

DIMENSIONS

| | Clarity of Language | | | | | Clarity of Content | | | | | Representativeness | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1<br>Not Under-standable | 2 | 3 | 4 | 5<br>Very Under-standable | 1<br>Confusing | 2 | 3 | 4 | 5<br>Clearly | 1<br>Not Represen-tative | 2 | 3 | 4 | 5<br>Very Represen-tative |
| Equipment and Supplies (pgs 102-103) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Availability (pgs 103-104) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

2. Accuracy

List specific inaccuracies which were in the text material of lesson 6 (this should include Army terms, tasks, relationship among personnel, etc.).

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3. Summary

To what extent did the material in lesson 6 provide the cadets with an understanding of a platoon leader's role in managing equipment.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

4. Comments

Please note any changes that would improve lesson 6.

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5. Instructors Manual

To what extent did the material in the Instructor's Manual help you present lesson 6.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

6. Comments

Please note any changes that would improve lesson 6 of the Instructor's Manual.

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## Appendix of Descriptive Model

1. **Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the three dimensions is also presented in the instructions.**

DIMENSIONS

| | Clarity of Language | | | | | Clarity of Content | | | | | Representativeness | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | Not Understandable | | | | Very Understandable | Confusing | | | | Clearly | Not Representative | | | | Very Representative |
| Case Study 1 (pgs 105-106) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Case Study 2 (pgs 107-108) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Case Study 3 (pg 109) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Case Study 4 (pgs 111-113) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Case Study 5 (pgs 115-117) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

2. **Accuracy**

**List specific inaccuracies which were in the text material of the** Appendix **(this should include Army terms, tasks, relationship among personnel, etc.).**

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## Instructions for Evaluation of Lessons 7-11

This packet contains the evaluation forms for lessons 7-11. In each of these lessons, you will be asked to evaluate: (1) the skill sections of the textbook, (2) the exercises, (3) theories, and (4) supplementary material.

You will be asked to rate each exercise on four dimensions: (1) administrative complexity, (2) cadet participation, (3) realism and complexity, and (4) utility. These dimensions are defined below.

### Dimension 1: Administrative Complexity

This dimension refers to the extent to which the exercise was difficult and complex to administer. A low score on this dimension indicates that the exercise was extremely difficult and complicated to administer and the directions were not clear. A high score on this dimension indicates that the exercise was easy to administer and the directions were clear. You are asked to evaluate each exercise on the following 5-point scale.

#### Administrative Complexity

To what extent was the exercise difficult and complicated to administer?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Extremely Difficult | | Moderately Difficult | | Extremely Easy |

### Dimension 2: Cadet Participation

This dimension refers to the extent to which cadets became involved in the exercise. A low score on this dimension indicates that cadets were not involved in the exercise. A high score on this dimension indicates that cadets were very involved in the exercise. You are asked to evaluate each exercise on the following 5-point scale.

#### Cadet Participation

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Little Participation | | Moderate Participation | | High Participation |

### Dimension 3: Realism and Complexity

This dimension refers to the extent to which the situation in the exercise is realistic in terms of content and complexity. A low score on this dimension indicates that the exercise is artificial. A high score on this dimension indicates that the exercise is realistic. You are asked to evaluate each exercise on the following 5-point scale.

#### Realism and Complexity

To what extent was the exercise realistic in terms of content and complexity.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Artificial | | Moderately Realistic | | Extremely Realistic |

## Dimension 4: Utility

This dimension refers to the extent to which the exercise develops the skill. A low score on this dimension indicates that the exercise did not develop the skill while a high score on the dimension indicates that the exercise developed the skill. You are asked to evaluate each exercise on the following 5-point scale.

### Utility

To what extent did the exercise develop the skill?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Little | | Moderately | | Very Much |

Each exercise will be evaluated on these four dimensions. To simplify your rating, a matrix has been constructed for each lesson. This matrix has the different exercises in the rows and the four dimensions in the columns. By filling out each cell in the matrix you will rate all exercises of the lesson on the three dimensions.

Please respond to and return only those lessons which you have examined. You should send your completed evaluation forms to:

Dr. Joseph A. Sgro
Department of Psychology
Virginia Tech
Blacksburg, VA 24061

Please fill out the following information before rating the textbook.

Institution: ______________________________

Instructor's Name: ___________________________

Class Level: MSI MSII MSIII MSIV

Number of Cadets Participating in Program: ____________

## Lesson 7: Communication Skills

### Exercises

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the four dimensions is also presented in the instructions.

DIMENSION

| | Administrative Complexity | Cadet Participation | Realism | Utility |
|---|---|---|---|---|
| | 1 2 3 4 5<br>Difficult Easy | 1 2 3 4 5<br>Low High | 1 2 3 4 5<br>Low High | 1 2 3 4 5<br>Low High |
| Exercise 1 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Exercise 2 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Phase I Exercise 3 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Phase II Exercise 3 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Phase III Exercise 3 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

2. List any suggestion that would improve the exercises.

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### Skill Selection

3. To what extent was the communication skill section presented in clear and understandable language.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

4. To what extent was the content of the communication skill section clear and logical.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Confusing | | Moderately Clear | | Very Clear |

5. To what extent did the communication skill section provide cadets with an adequate understanding of communication skills.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Little | | Moderately | | Very Much |

6. Please note any suggestions which would improve the section on communication skills.

Supplementary Material

7. To what extent did the supplementary material in the instructor manual assist in the presentation of communication skills.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Little | | Moderately | | Very Much |

8. List any additional supplementary material which could be used to improve lesson 7.

Instructor Manual

9. To what extent did the instructor's manual assist you in presenting and discussing the material in lesson 7.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Little | | Moderately | | Very Much |

10. Please note any suggestions which would improve lesson 7 of the instructor's manual.

## Lesson 8: Human Relations Skills

### Exercises

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the four dimensions is also presented in the instructions.

DIMENSION

| | Administrative Complexity | Cadet Participation | Realism | Utility |
|---|---|---|---|---|
| | 1 2 3 4 5<br>Difficult Easy | 1 2 3 4 5<br>Low High | 1 2 3 4 5<br>Low High | 1 2 3 4 5<br>Low High |
| Exercise 4 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Exercise 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

2. List any suggestions that would improve the exercises.

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### Skill Section

3. To what extent was the human relations skills section presented in clear and understandable language.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Understandable | | Moderately Understandable | | Very Understandable |

4. To what extent was the content of the human relations skill section clear and logical.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Confusing | | Moderately Clear | | Very Clear |

5. To what extent did the human relations section provide cadets with an adequate understanding of human relations skills.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Little | | Moderately | | Very Much |

6. Please note any suggestions which would improve the section on human relations skills.

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## Theories

7. Were the theories in lesson 8 presented in a clear and understandable form?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Confusing | | Moderately Clear | | Very Clear |

8. Did the theories provide cadets insight into the leadership skills/processes presented in lesson 8?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No Insight | | Moderate Insight | | Much Insight |

9. Did the instructor's manual help you present the theories and discuss their relevance for human relations skills?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Little Assistance | | Moderate Assistance | | Much Assistance |

10. List any suggestions for improving the theories of lesson 8.

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## Supplementary Material

11. To what extent did the supplementary material in the instructor manual assist in the presentation of human relations skills?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

12. List any additional supplementary material which could be used to improve lesson 8.

## Instructor Manual

13. To what extent did the instructor's manual assist you in presenting and discussing lesson 8.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

14. Please note any suggestions which would improve lesson 8 of the instructor's manual.

## Lesson 9: Organizational Structures

### Exercises

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the four dimensions is also presented in the instructions.

DIMENSION

| | Administrative Complexity | Cadet Participation | Realism | Utility |
|---|---|---|---|---|
| | 1 2 3 4 5<br>Difficult Easy | 1 2 3 4 5<br>Low High | 1 2 3 4 5<br>Low High | 1 2 3 4 5<br>Low High |
| Exercise 6 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Exercise 7 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

2. List any suggestion that would improve the exercises.

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### Skill Selection

3. To what extent was the communication skill section presented in clear and understandable language.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Understandable | | Moderately Understandable | | Very Understandable |

4. To what extent was the content of the organizational structure section clear and logical.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Confusing | | Moderately Clear | | Very Clear |

5. To what extent did the organizational structure section provide cadets with an adequate understanding of working within organizations.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Little | | Moderately | | Very Much |

6. Please note any suggestions which would improve the section on organizational structures.

Supplementary Material

7. To what extent did the supplementary material in the instructor manual assist in the presentation of organizational structures.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

8. List any additional supplementary material which could be used to improve lesson 9.

Instructor Manual

9. To what extent did the instructor's manual assist you in presenting and discussing the material in lesson 9.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

10. Please note any suggestions which would improve lesson 8 of the instructor's manual.

## Lesson 10: Power and Influence

### Exercises

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the four dimensions is also presented in the instructions.

DIMENSION

| | Administrative Complexity | | | | | Cadet Participation | | | | | Realism | | | | | Utility | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| | Difficult | | | | Easy | Low | | | | High | Low | | | | High | Low | | | | High |
| Exercise 8 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Exercise 9 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

2. List any suggestion that would improve the exercises.

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### Skill Selection

3. To what extent was the communication skill section presented in clear and understandable language.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

4. To what extent was the content of the power and influence skill section clear and logical.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Confusing | | Moderately Clear | | Very Clear |

5. To what extent did the power and influence skill section provide cadets with an adequate understanding of influence skills.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

6. Please note any suggestions which would improve the section on power and influence skills.

## Theories

7. Were the theories in lesson 10 presented in a clear and understandable form?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Confusing | | Moderately Clear | | Very Clear |

8. Did the theories provide cadets insight into the leadership skills/processes presented in lesson 10.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No Insight | | Moderate Insight | | Much Insight |

9. Did the instructor's manual help you present the theories and discuss their relevance for power and influence?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Little Assistance | | Moderate Assistance | | Much Assistance |

10. List any suggestions for improving the theories of lesson 10.

## Supplementary Material

11. To what extent did the supplementary material in the instructor manual assist in the presentation of power and influence skills.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Little | | Moderately | | Very Much |

12. List any additional supplementary material would improve lesson 10.

Instructor Manual

13. To what extent did the instructor's manual assist you in presenting and discussing the material in lesson 10.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

14. Please note any suggestions which would improve lesson 10of the instructor's manual.

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## Lesson 11: Management Skills

### Exercises

1. Please complete the following matrix. If you have any questions, please re-examine the instructions. The definition of the four dimensions is also presented in the instructions.

DIMENSION

| | Administrative Complexity | Cadet Participation | Realism | Utility |
|---|---|---|---|---|
| | 1 2 3 4 5<br>Difficult Easy | 1 2 3 4 5<br>Low High | 1 2 3 4 5<br>Low High | 1 2 3 4 5<br>Low High |
| Exercise 10 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| Exercise 11 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

2. List any suggestion that would improve the exercises.

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### Skill Selection

3. To what extent was the communication skill section presented in clear and understandable language.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Not Understandable | | Moderately Understandable | | Very Understandable |

4. To what extent was the content of the management skill section clear and logical.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Confusing | | Moderately Clear | | Very Clear |

5. To what extent did the management skill section provide cadets with an adequate understanding of management skills.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

6. Please note any suggestions which would improve the section on management skills.

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## Theories

7. Were the theories in lesson 11 presented in a clear and understandable form?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Confusing | | Moderately Clear | | Very Clear |

8. Did the theories provide cadets insight into the leadership skills/processes presented in lesson 11.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| No Insight | | Moderate Insight | | Much Insight |

9. Did the instructor's manual help you present the theories and discuss their relevance for management skills?

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Little Assistance | | Moderate Assistance | | Much Assistance |

10. List any suggestions for improving the theories of lesson 11.

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## Supplementary Material

11. To what extent did the supplementary material in the instructor manual assist in the presentation of management skills.

| | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| Very Little | | Moderately | | Very Much |

12. List any additional supplementary material which would improve lesson 11.

Instructor Manual

13. To what extent did the instructor's manual assist you in presenting and discussing lesson 11.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very<br>Little |  | Moderately |  | Very<br>Much |

14. Please note any suggestions which would improve lesson 11 of the instructor's manual.

## Appendix I

# MEAN RATING FOR EACH ITEM ON THE CADET QUESTIONNAIRE

Appendix: Mean Response for Items on the Cadet Questionnaire

| Sections of Student Manual | N | Clarity of Language[a] |  | Clarity of Content[b] |  | Interest Level of Material[c] |  | Utility of Material[d] |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  | M | SD | M | SD | M | SD | M | SD |
| Entering the Platoon | 8 | 4.12 | .64 | 4.25 | .70 | 4.25 | .88 | 4.50 | .53 |
| The Company Environment | 8 | 4.25 | .46 | 4.11 | .64 | 4.25 | .70 | 4.25 | .70 |
| Additional Duties | 8 | 4.25 | .88 | 4.50 | .53 | 4.50 | .53 | 4.50 | .53 |
| Training | 8 | 4.25 | .70 | 4.37 | .51 | 3.75 | .88 | 4.37 | .74 |
| Counseling | 8 | 4.37 | .51 | 4.50 | .53 | 4.50 | .53 | 4.50 | .53 |
| Equipment and Supplies | 8 | 4.00 | .53 | 4.00 | .53 | 3.87 | .83 | 4.12 | .64 |
| Communication Skills | 29 | 4.34 | .61 | 4.16 | .79 | 3.93 | .82 | 4.23 | .67 |
| Exercise 1 | 30 | 4.20 | .66 | 4.30 | .59 | 4.20 | .71 | 4.36 | .61 |
| Exercise 2 | 30 | 4.16 | .74 | 4.20 | .71 | 4.06 | .73 | 4.30 | .70 |
| Exercise 3 | 29 | 4.23 | .77 | 4.17 | .84 | 4.06 | .84 | 4.13 | .74 |
| Human Relations Skills | 31 | 4.25 | .81 | 4.41 | .62 | 4.09 | .83 | 4.29 | .86 |
| Human Relations Theories | 30 | 4.20 | .71 | 4.23 | .72 | 4.03 | .71 | 4.16 | .83 |
| Exercise 4 | 31 | 4.45 | .62 | 4.25 | .81 | 4.22 | .84 | 4.48 | .72 |
| Exercise 5 | 30 | 4.43 | .72 | 4.16 | .83 | 4.23 | .89 | 4.26 | .94 |
| Organizational Structure Skills | 31 | 4.25 | .99 | 4.29 | .86 | 3.93 | .99 | 4.38 | .80 |
| Exercise 6 | 31 | 4.35 | .66 | 4.19 | .90 | 3.96 | .91 | 4.25 | .92 |

Appendix: Mean Response for Items on the Cadet Questionnaire
(Continued)

Dimensions

| Sections of Student Manual | N | Clarity of Language[a] | | Clarity of Content[b] | | Interest Level of Material[c] | | Utility of Material[d] | |
|---|---|---|---|---|---|---|---|---|---|
| | | M | SD | M | SD | M | SD | M | SD |
| Power and Influence Skills | 31 | 4.38 | .61 | 4.41 | .62 | 4.48 | .67 | 4.51 | .67 |
| Power and Influence Theory | 31 | 4.48 | .67 | 4.35 | .75 | 4.38 | .84 | 4.38 | .88 |
| Exercise 8 | 31 | 4.41 | .62 | 4.35 | .79 | 4.45 | .62 | 4.48 | .62 |
| Exercise 9 | 30 | 4.43 | .67 | 4.43 | .77 | 4.40 | .72 | 4.30 | .74 |
| Management Skills | 30 | 4.03 | .99 | 4.13 | .86 | 4.20 | .72 | 4.20 | .76 |
| Management Theories | 23 | 4.34 | .71 | 4.34 | .77 | 4.17 | .71 | 4.56 | .66 |
| Exercise 10 | 29 | 4.34 | .72 | 4.31 | .66 | 4.31 | .80 | 4.31 | .76 |
| Exercise 11 | 17 | 4.46 | .74 | 4.41 | .71 | 4.29 | .77 | 4.35 | .93 |

[a] Rated on a five-point scale anchored by 1-Not Understandable and 5-Very Understandable

[b] Rated on a five-point scale anchored by 1-Very Confusing and 5-Very Clear

[c] Rated on a five-point scale anchored by 1-Very Boring and 5-Very Interesting

[d] Rated on a five-point scale anchored by 1-Not Useful and 5-Very Useful

# Appendix J

# MEAN RATING FOR EACH ITEM ON THE INSTRUCTOR QUESTIONNAIRE

## Appendix: Mean Rating for Items on the Instructor Questionnaire

| Section of Student Manual | N | Clarity of Language[a] | | Clarity of Content[b] | | Representativeness[c] | |
|---|---|---|---|---|---|---|---|
| | | Dimensions | | | | | |
| | | M | SD | M | SD | M | SD |
| In-processing | 6 | 4.33 | .51 | 4.33 | .51 | 4.33 | .51 |
| Meeting the Company Commander | 6 | 4.50 | .54 | 4.83 | .40 | 4.33 | .51 |
| Meeting the Platoon Sergeant | 6 | 4.66 | .51 | 4.50 | .54 | 4.00 | .89 |
| Meeting the Platoon | 6 | 4.33 | .51 | 4.16 | .75 | 4.00 | .89 |
| Other Lieutenants | 6 | 4.33 | .51 | 4.50 | .54 | 4.00 | .89 |
| Standard Operating Procesures | 6 | 4.33 | .81 | 4.50 | .54 | 4.33 | .51 |
| The Platoon File | 6 | 4.00 | .89 | 4.00 | .89 | 2.60 | 1.67 |
| Soldiers | 6 | 4.50 | .54 | 4.40 | .54 | 4.40 | .54 |
| Cultural Differences | 6 | 3.66 | 1.36 | 3.83 | 1.47 | 3.66 | 1.50 |
| Leading the Platoon | 6 | 4.60 | .54 | 4.20 | .44 | 4.40 | .89 |
| Chain-of-Command | 6 | 4.67 | .51 | 4.50 | .83 | 4.50 | .54 |
| Personnel of the Battalion | 6 | 4.50 | .83 | 4.33 | .81 | 4.50 | .54 |
| Attachment and Detachment | 6 | 3.60 | .89 | 3.20 | .44 | 3.20 | 1.30 |
| Additional Duties | 6 | 4.00 | .89 | 4.00 | .89 | 4.00 | .89 |
| Introduction of Training | 5 | 4.40 | .89 | 4.20 | .83 | 4.00 | 1.00 |

Appendix: Mean Rating for Items on the Instructor Questionnaire (Continued)

| | | Dimensions | | | | | |
|---|---|---|---|---|---|---|---|
| Section of Student Manual | N | Clarity of Language[a] | | Clarity of Content[b] | | Representativeness[c] | |
| | | M | SD | M | SD | M | SD |
| Training Schedules | 5 | 4.00 | .70 | 3.80 | 1.09 | 3.80 | .83 |
| Types of Training | 5 | 4.20 | .83 | 4.20 | .83 | 4.20 | .83 |
| Planning Training | 5 | 4.60 | .54 | 4.20 | 1.30 | 4.60 | .54 |
| Conducting Training | 5 | 4.40 | .54 | 4.20 | .83 | 4.40 | .89 |
| Introduction to Counseling | 5 | 4.40 | .54 | 4.40 | .54 | 4.40 | .54 |
| Performance Counseling | 5 | 4.40 | .54 | 4.20 | .83 | 4.20 | .83 |
| Personal Counseling | 5 | 4.40 | .54 | 4.60 | .54 | 4.80 | .44 |
| Discipline Counseling | 5 | 4.20 | .83 | 4.60 | .54 | 4.80 | .44 |
| Equipment and Supplies | 5 | 4.40 | .54 | 4.20 | .83 | 4.40 | .89 |
| Accountability | 5 | 4.40 | .54 | 4.40 | .54 | 4.80 | .44 |
| Appendix: Case 1 | 5 | 4.00 | 1.00 | 4.00 | 1.00 | 4.00 | 1.00 |
| Appendix: Case 2 | 5 | 4.40 | .54 | 4.60 | .54 | 4.60 | .89 |
| Appendix: Case 3 | 5 | 4.40 | .54 | 4.60 | .54 | 4.40 | .54 |
| Appendix: Case 4 | 5 | 4.20 | .83 | 4.00 | 1.00 | 4.00 | 1.41 |
| Appendix: Case 5 | 5 | 4.40 | .54 | 4.20 | .83 | 4.20 | 1.30 |
| Communication Skills | 5 | 3.80 | 1.14 | 3.80 | .44 | 3.66 | .54 |

Appendix: Mean Rating for Items on the Instructor Questionnaire
(Continued)

| Section of Student Manual | N | Clarity of Language[a] M | Clarity of Language[a] SD | Clarity of Content[b] M | Clarity of Content[b] SD | Representativeness[c] M | Representativeness[c] SD |
|---|---|---|---|---|---|---|---|
| Human Relations Skills | 5 | 4.00 | .00 | 4.00 | .00 | 3.80 | .44 |
| Human Relations Theories | 4 | 4.00 | .00 | 3.75 | .50 | 3.50 | .57 |
| Organizational Skills | 5 | 4.00 | .00 | 4.00 | 1.00 | 3.60 | 1.51 |
| Power and Influence Skills | 5 | 4.20 | .44 | 4.20 | .44 | 4.20 | .83 |
| Power and Influence Theories | 5 | 3.80 | .44 | 4.00 | .70 | 3.60 | .54 |
| Management Skills | 4 | 4.00 | .00 | 3.75 | .50 | 3.50 | .57 |
| Management Theories | 4 | 3.75 | .50 | 4.00 | .81 | 3.50 | .57 |

| Exercises | N | Administrative Complexity[d] M | Administrative Complexity[d] SD | Cadet Participation[e] M | Cadet Participation[e] SD | Realism[f] M | Realism[f] SD | Utility[g] M | Utility[g] SD |
|---|---|---|---|---|---|---|---|---|---|
| Exercise 1 | 5 | 3.40 | 1.14 | 4.00 | .70 | 4.00 | .70 | 3.80 | .44 |
| Exercise 2 | 5 | 3.40 | 1.14 | 4.00 | .70 | 4.00 | .70 | 4.00 | .70 |
| Exercise 3 | 3 | 2.67 | .57 | 4.00 | .00 | 3.33 | .58 | 3.33 | .58 |
| Exercise 4 | 4 | 3.25 | .50 | 4.00 | .00 | 3.75 | .95 | 3.50 | .58 |
| Exercise 5 | 4 | 3.50 | .57 | 3.75 | .50 | 3.75 | .95 | 3.75 | .95 |

## Appendix: Mean Rating for Items on the Instructor Questionnaire (Continued)

| Exercises | N | Administrative Complexity[d] |  | Cadet Participation[e] |  | Realism[f] |  | Utility[g] |  |
|---|---|---|---|---|---|---|---|---|---|
|  |  | M | SD | M | SD | M | SD | M | SD |
| Exercise 6 | 4 | 3.75 | .95 | 4.00 | 1.15 | 3.50 | 1.00 | 3.50 | 1.00 |
| Exercise 7 | 4 | 3.75 | .95 | 3.75 | .95 | 3.25 | .95 | 3.50 | 1.00 |
| Exercise 8 | 5 | 4.40 | .54 | 4.20 | .44 | 4.00 | .70 | 4.20 | .44 |
| Exercise 9 | 4 | 3.75 | .50 | 4.00 | .00 | 3.75 | .50 | 4.00 | .00 |
| Exercise 10 | 3 | 4.00 | .00 | 3.33 | .57 | 3.67 | 1.15 | 4.00 | .00 |
| Exercise 11 | 3 | 4.00 | .00 | 3.67 | 1.15 | 3.67 | 1.15 | 4.33 | .57 |

| Sections of Instructor Manual | Assistance[h] |  |  | Supplementary Readings[i,j] |  |  |
|---|---|---|---|---|---|---|
|  | N | M | SD | N | M | SD |
| Lesson 1 | 6 | 3.67 | 1.03 |  |  |  |
| Lesson 2 | 6 | 4.16 | .98 |  |  |  |
| Lesson 3 | 6 | 4.00 | .63 |  |  |  |
| Lesson 4 | 5 | 4.00 | 1.00 |  |  |  |
| Lesson 5 | 5 | 4.40 | .54 |  |  |  |
| Lesson 6 | 5 | 3.60 | 1.14 |  |  |  |
| Lesson 7 | 6 | 3.83 | .75 | 6 | 3.66 | .81 |

## Appendix: Mean Rating for Items on the Instructor Questionnaire (Continued)

| Sections of Instructor Manual | Assistance[h] | | | Supplementary Readings[i,j] | | |
|---|---|---|---|---|---|---|
| | N | M | SD | N | M | SD |
| Lesson 8 | 5 | 3.60 | .54 | 3 | 4.00 | .00 |
| Lesson 9 | 5 | 4.00 | .70 | 3 | 3.66 | 1.15 |
| Lesson 10 | 5 | 3.80 | .44 | 5 | 3.80 | .44 |
| Lesson 11 | 4 | 4.00 | .00 | 3 | 4.00 | .00 |

[a] Rated on a five-point scale anchored by 1-Not Understandable and 5-Very Understandable

[b] Rated on a five-point scale anchored by 1-Very Confusing and 5-Very Clear

[c] Rated on a five-point scale anchored by 1-Not Representative of Platoon Leadership and 5-Representative of Platoon Leadership

[d] Rated on a five-point scale anchored by 1-Extremely Difficult to Administer and 5-Extremely Easy to Administer

[e] Rated on a five-point scale anchored by 1-Little Participation and 5-Much Participation

[f] Rated on a five-point scale anchored by 1-Very Artificial and 5-Extremely Realistic

[g] Rated on a five-point scale anchored by 1-Useless and 5-Useful

[h] Rated on a five-point scale anchored by 1-Provided Very Little Assistance and 5-Provided Much Assistance

[i] Rated on a five-point scale anchored by 1-Provided Very Little Assistance and 5-Provided Much Assistance

[j] Supplemental Readings were Not Used in Lessons 1-6

## Appendix K

## COMMENTS OF CADETS TO OPEN-ENDED QUESTIONS

1. Apart from some of the wording in the case studies being hard to follow, I thought that the Descriptive Model of Platoon Leadership was very informative and helpful.

2. I liked the counseling section best. The cases helped me to better understand what I might have to do in the Army.

3. I think that this is an excellent manual. It is extremely helpful for those who will get their commissioning and also for those who will leave the program.

4. If this manual is any indication of Army manuals in general, then I will have to agree that we have the best training system in the world.

5. The manual and exercises will help me when I am in a command situation with people underneath me.

6. The book clarified the duties of officers.

7. The manual gave an added dimension to the class and was also interesting reading.

8. I thought that the manual was well prepared and documented. The material was presented in an understandable manner.

9. The theory on the 5 bases of power was very good. This section will help me in all leadership situations.

10. I liked the communication exercise best. It showed how one could easily be misunderstood when dealing with others.

11. This is the best course that I have ever had. I liked the realism and the fact that the book presented role models. The organizational charts were extremely helpful. I do not think that it could have been written any better.

12. The exercises were my favorite part of the course. It is so much better than just taking notes or memorizing.

13. I think that my decisions will be better in the future because of the decision-making exercise. It made me think about a process which I use everyday but have not explicitly considered.

14. The manual seems really useful. It is written in ordinary language and can be easily read. I am very pleased with the manual and would recommend it to all other cadets.

15. This is the first time that I feel like I know what a lieutenant does.

16. The package excited me about the Army. This is the first time that someone told me what an officer does.

17. The communication skill section presented the first training that I have ever received in communications. I realize how important this area is for leadership. I think that my communications with others will be better from now on because of this section.

18. The exercises have improved my interpersonal skills. I will do better at summer camp because of this improvement. There seems to be better communication and understanding throughout the Core after the communication and human relations exercises. I know that I will be a better leader because of this manual.

19. I especially liked the theories, skills. and exercises on power and influence. I am planning on taking the manual with me to summer camp.

20. The case studies were the best part of the manual. They presented real problems which may occur. I was ignorant to most of these problems.

## Appendix L

## COMMENTS OF INSTRUCTORS TO OPEN-ENDED QUESTIONS

1. My general opinion is that the program is extremely good. I am very happy with it. I was able to bring my own experiences into the case case studies. This plus the text material gave the cadets a good "feel" for what it is like to be an officer. This is very important for cadets.

2. The cadets really liked the package. I felt that it was very good. Participation was high in the exercises. Even those cadets who are typically reserved were active participants.

3. The manual is very life-like. It is very easy to keep cadets interested in class when they have such an interesting manual to read at home.

4. The program is better than anything else we have ever used in ROTC.

5. The leadership support package condenses everything I have always wanted to use into one manual. We are going to put much of the material into our handbook.

6. The package can easily be broken into sections and used at different levels.

7. The package is very good.

8. I and the PMS really liked the package. The narrative portion was extremely well done. I do not have any real criticisms.

9. Typically, I read leadership theories and say "so what". Your manual provides you with the "so what". It is the only package I have ever seen which presents leadership theories in a useful manner.

10. The book is super-realistic. It hits the leadership problem head-on.

11. The package helps to break up the John Wayne stereotype. This will probably help cadets more than anything else.

12. I have told the MS-IV instructor to take my books and give them to his cadets before commissioning. The Descriptive Model of Platoon Leadership is must reading for all MS-IVs. It provides excellent, excellent information which I have not seen anywhere before.

13. It will serve to reduce anxiety during the initial weeks of leadership.

14. I especially like the 15, 30, and 45-hour options. It is very difficult and time consuming for us to break up packages. This is already done in the Instructor Manual.

15. The cadets liked the package a lot. They seemed to get a lot from it. I heard many positive things from them. I feel very positive about the package and will use it in the future.

# Appendix M

## REVISIONS BASED UPON RESULTS OF PILOT FIELD EVALUATION

The sections on the chain-of-command concept and personnel in the battalion, company, and platoon were revised and placed preceding "The Descriptive Model of Platoon Leadership". This change should make the case studies easier for cadets to understand. A corresponding lesson (Lesson 1: Introduction and Review of Chain-of-Command) was added to the Instructor Manual.

### INSTRUCTIONS TO EXERCISES 3, 5, AND 6

The instructions to Exercise 3, 5, and 6 were rewritten to clarify the objectives of these exercises.

### EQUIPMENT AND SUPPLIES

The description of a platoon leader's role in managing equipment and supplies was expanded to include an introduction to logistics, the importance of maintaining platoon equipment and supplies, accountability, and hand-receipting. Corresponding revisions were also made in the Instructor Manual.

### FIRST MEETING WITH THE PLATOON

A case study presenting a sample dialogue of a platoon leader's first meeting with the platoon was added to the Student Manual.

## ATTACHMENT AND DETACHMENT

The section on "Attachment and Detachment" was deleted from the Student Manual.

## SUPPLY OFFICER

Less detail was included concerning a supply officer's interactions with staff officers.

## GLOSSARY

One new class assignment was added to the Instructor Manual. In this assignment, cadets should construct a glossary. They should define each unfamiliar term which is contained in the Student Manual. These definitions can be taken from field manuals, training circulars, other MQS-I training support packages, textbooks, or any other sources. At the end of the course, the instructor should collect each cadet's glossary and grade it based upon its completeness and accuracy. This assignment should increase cadets' understanding of the platoon and company environment.

## FORMAT OF THE INSTRUCTOR MANUAL

All exercise material was included in the Instructor Manual. This format change should make the exercises easier to use.

## VIDEOTAPES

Several instructors suggested that videotapes should be added to the program. These tapes would provide realistic examples of the topics presented in the Student Manual. For example, a videotape could be presented depicting an actual first meeting between a lieutenant and his platoon sergeant.

The authors agree that videotapes would enhance the effectiveness of U.S. Army ROTC Leadership Development: A Performance-Based Program. However, constructing such materials was beyond the scope of the present effort. Future efforts should seriously consider the merits of developing a set of videotapes to supplement the program.

## TESTING MATERIALS

Some instructors suggested that standardized, valid testing materials should be included with the program. The present authors agree that such materials would improve the program. However, such materials could not be developed in the present effort.

## Appendix N

## COMMENTS: EVALUATION FOLLOWING IMPLEMENTATION

# GENERAL COMMENTS

The most necessary change in the student manual is to provide more information for the student to learn. Although examples and statements from officers and NCO's are necessary and beneficial, they do not provide material for the student to learn and which provide information for the student to use upon commissioning. We have done well on providing the flavor of being a commissioned officer, but more meat is necessary for the student.

I feel the program is presently designed in such a way that making it easier would somehow lower the quality of the program.

No problem reading or using it.

The present format is easy to use and coupled with instructor innovations, provides a sound basis for leadership instruction.

Excellent the way it is.

They are both excellent in content, very well written, and easy to understand.

The manuals are adequate as they are currently written.

Reduce redundancy in program... Program is too complex. Reduce it to task conditions and standards format.

The material is very well done, and quite well received by the students. Many students stated that this material answered many questions and presented a good example of specific leadership situations.

I like it the way it is.

Most students have not had any basic management training. I believe that we should keep the management/leadership approach; however, it should not be tailored to "platoon leadership".

I believe the current leadership development program to be very good and applaud the efforts to make better. Incorporate the self paced text of Leader Match IV into the student program. Incorporate more ethics training into the program to facilitate the integration of leadership and ethics.

Ease of usage is not a problem in either manual.

OK as is.

Those sections used were adequate, however since a substantial portion of the training package has not been used as yet....no substantive changes can be identified at this time.

No changes at this time.

Student Manual is too long and not organized well.

An excellent manual that tells the student what is expected as a platoon leader and how best to perform in that role.

I would make no changes at present.

None. The program is easy to teach, and interesting for the student. It seems quite effective.

The manual is outstanding. The students like it, especially the practical exercises. This is the best MQS lesson material that has been provided to our organization. It is difficult for students to learn about leadership in a classroom; However, the creativity of this manual somehow seems to transcend the limitations of normal classroom instruction. There is no doubt that this manual teaches students what to expect in terms of the leadership challenge in Army units.

No major changes, the instructor manual and student manual complement each other and are actually very easy to follow.

Although there are probably many changes that could be made, it is felt that the current format is understandable and allows enough flexibility for the instructor. Recommend no changes at this time.

This type of information is demanded the most by the cadet because they will soon become a junior lieutenant and can relate directly with each teaching point.

Well written, easy for instructor to use.

The structure and content is too ponderous and complex to implement in its entirety....A more pragmatic approach in a concise format.

Simpler organization.

Simplify it, there are too many varied conditions, situations and terminologies that basic cadets can't relate to.

The text is not written for a college student. It is written on about an 8th grade level. This needs to be improved and upgraded. Also in some subjects like leadership theory it should go into more depth and detail. It should also complement FM 22-100 and FM 22-101 better. The examples need to go into more detail and give a little better background information. This would enable the student to get a better understanding of the subject.

Both student and instructor manual were clear, concise and easy to use. Students had little trouble finding, following, or understanding the points emphasized. Both are well organized manuals.

Having been through it only once, we haven't noticed any changes that could facilitate the course. However, I'm sure that new ideas will be generated as we use the course.

The program as is would fill an entire semester. We combine sections of it with other programs and lesson plans. It is a good reference and supplement. No changes.

The student manual would be more beneficial if it had end of chapter summaries or highlighted the most important information in some way. It should be formatted like a more traditional textbook, similar to what our students are accustomed to using.

Nothing can be as effective in leadership training as placing the student in an organization requiring performance. The cadet battalion concept at South Dakota State University with duties, responsibilities, and discretionary decision-making power has been the main-stay of our program. Advanced camp leadership is similar. Classroom work is soon forgotten unless it forces hard work. The Management Simulation Program Modules have proven themselves to be the classroom stress catalyst necessary to make cadets remember. Development of a "military setting" in the form of MSP is the answer to ROTC leadership curriculum.

None. Good Manual.

None--we have found the cadet enjoys the course and there is sufficient material for the instructor.

None--They currently offer the instructor a fair amount of flexibility in the sequence and manner of presentation.

The instructor's manual is OK. ..we didn't receive the student handbooks in time to use them.

No Changes. (Given by 46 respondents)

## MECHANICAL

Tabbed index....Hardbound.

Tabbing of manuals would greatly assist instructors in using both manuals as reference material.

Make the two manuals much easier to differentiate between.

Table of contents could be more specific.

Generally the text is sufficient as a basis for classroom leadership training. In the student text, there should be more room for notes and comments.

Incorrect references have been identified to pages in other manuals.

More student manuals.

Quality improvement in the printing of the material involved. Some pages are fairly difficult to read and very difficult to copy.

Index to improve accessibility to subject material and exercises.

Send out additional "revised" Instructor manuals - only have 1 at detachment.

The student manual is fine, but a more durable cover would help it to last from one class to the next. It falls apart after one use. Make it a standard DA or TRADOC publication.

Numerous printing and typographical errors throughout the Instructor and Student manuals detract from what should be a professional product.

Both manuals should be bound to prevent the loss of various pages... Currently the detachment must place the manuals in three ring binders which tends to become expensive as the number of cadets increases.

The manual contains typographical errors.

There are numerous typographical errors throughout---looks third rate (not counting the officer and NCO oral accounts).

The editions of the Instructor's Manual and Student's Manual do not match. (Given by 27 respondents)

## AUDIO-VISUAL

Audio visual aids or 35mm slides which support the class outline would definitely make the program easier to use.

Video-tape some of the interviews and case studies.

An accompanying video cassette tape.

The instructor and student manuals are adequate. However, the entire program could be enhanced by converting key teaching cases to a visual mode.

....a couple of TV tapes which show a real live motor pool, rifle range, etc., would be very helpful if they included some leadership situations.

Make use of drawings, sketches, etc., in student manual would be helpful.

Audio-visual aids to provide examples of particular topics discussed in the lessons, i.e., counseling, entering a platoon.

Slides in Vu-graph settings rather than 35mm. 35mm...better student handouts, ones that use the principles in a delineated role rather than a situational setting painted in the existing handout.

Slides provided should be made for a higher educational audience. At present they are more appropriate for JROTC. (Editor's Note: He must be referring to tables. No slides were provided.)

The addition of Situational TV tapes specifically designed for use with the case studies would greatly enhance the ability of students to visualize the problems presented.

It would be helpful if slides could be prepared to support topics and exercises.

Audio-visual and packets.

A series of slides or viewgraphs highlighting the principles discussed would help to drive teaching points home.

Pre-published handouts of exercises. More visual aids.

Students need more practical examples of leadership along with more interesting visual aids. They also seem to enjoy discussing the practical exercises.

Audio-visual aids to supplement the text.

One administrative problem encountered was the unavailability of student handouts in the fall 1983 semester.

Videotapes presenting various leadership situations.

It would be helpful to be supplied a list of Leadership films which correlated with the lesson.

Audio-visual aids for use in presenting the classroom material.

Recommend a series of slides to be produced to assist the instructor.

Video tapes

Develop VCR tapes to show and describe situations. Develop role playing material to go along with VCR tapes.

.....the visual aids need to be more professional. The visual aids (viewgraphs) for MS-I are generally poor in quality. Also, TVT's of various situations available from the Leadership Committee of Ft. Benning (USAIS) would be helpful to illustrate leadership situations and stimulate class discussions.

Increased audio-visual aids.

Improved audio-visual aids.

Add handouts

More preprinted student handout material. Local reproduction does not always facilitate copies of "nice to have" view graph data.

Provide good quality visual aids to support the classroom material and homework assignments (slides, overlays, etc). . . provide video tapes of leader situations/role playing situations to provide additional problem solving exercises for potential platoon leaders.

A list of audio-visual aids from supporting TASC that could be used as additional references. It is very difficult to order many films and preview them, return them, and then reorder the ones that would be appropriate for the class. This would be a very time saving service.

Films or slides of the counseling problems. . . audio video supplements. Put some color in the pages or at least some art work to go along with the exercises.

Make use of the movie "12 O'Clock High", as it is an excellent tool to illustrate most of the leadership concerns without producing additional material (much cheaper)...

## INSTRUCTOR'S MANUAL

All of the Lesson Plans are too brief and in need of a great deal of amplification and elaboration.

The instructor's guide is extremely difficult to use. The instructor is almost required to prepare his own lesson plan or take the approach that instead of teaching, his role is to moderate a discussion group.

Program does not allow enough flexibility to include alternate materials.

The instructor's manual should be more explicit and detailed. Some of the references were not available ( i.e. Vroom, Victor H. books).

Instructor manual should contain copies of all student manual exercises and simulation scenarios. Many times I found myself going back and forth from one to the other trying to prepare for class.

...Figure 5 in the Instructor's manual (p.148) has quadrant 1 and 3 misnumbered.

I would make the Instructor Manual less wordy, and cut back on the amount of explanation for the topics.

Provide more information in the Instructor's Manual in order to explain certain concepts better, since most of the reference materials are hard to obtain.

More background support material in the instructor manual.

The Instructor Manual does not appear to be keyed to the Student Manual in a way that clearly tells the instructor exactly what it is he is to accomplish by using certain blocks. The manual that accompanies the USMA text is much more to the point in this area.

Make reading assignments by chapter to facilitate local changes of various blocks of instruction.

The Instructor manual is a reasonable source document/ tool as is.

Lesson plan format for the Instructor's Manual should be constructed similar to one used in the Ethics and Professionalism Program (Task, Condition, Standard).

Instruction manual lessons plans should be more substantial and less "sketchy". At present, they are a mere outline of the material.

We need another (additional) POI for small classes in which role playing and group discussions are infeasible, i.e., for classes with 1 to 4 students.

Revise the Instructor Manual so that it is identical in format to the Instructor Manual used for teaching Army ROTC Professionalism and Military Professional Ethics-March 1981.

Restructure to task, condition, standard format for lesson outlines. Currently layout/organization of program is very weak; difficult to follow.

I feel the text is too wordy. It (Instructor Manual) seems to be designed for use at a primary NEO course instead of on campus. I usually reduce the verbiage to get to the exercises.

Specific training objectives listed for each lesson in task, condition, standard format. . . addition of evaluation materials. . . class assignments listed in Instructor's Manual are, with the exception of the reading assignments, far too general or far too difficult, in that they presume knowledge the students do not have.

It would be helpful if the instructor manual contained actual lesson plans similar to other MQS packages.

## SKILLS AND EXERCISES

Provide sufficient copies of exercise materials so they do not have to be locally reproduced.

More exercises.

Some form of answers and solutions to the practical exercises.

Separate manual into packets to be used by cadets; i.e. In-Basket Exercise. Come up with standardized scheduling exercises similar to LAP exercise.

Role playing not readily accepted by Puerto Rican Cadets. It is viewed as "silly" in their culture.

The student manual is fine..Correlating the "Skills and Exercises with specific page numbers in the earlier sections. For example, under the section on counseling could be included a reference to "The exercise on page__ gives an example of ____ counseling."

Place the cases and materials for the exercises directly behind the exercise itself. The construction of the manual now requires a lot of going back and forth from section to section to get required solutions to exercises, etc.

Flesh out the exercises on problem analysis and decision making, planning and organizing, delegation and control, and make the integration of management skills exercise longer. The course as is peters out toward the end. . .Better design on the manual - example - power & influence, PA & decision making, delegation & control, human relations - student reading assignments jump around the book rather than following smoothly from one subject to the next in an orderly fashion.

Provide exercise packets separate from either of the manuals.

The text book is very difficult to understand without several years experience in the Army. Terms used and situations depicted assume a complete understanding of the relationship that exist in a unit. Although discussed in class the student doesn't understand those relationships to the degree necessary. Most of the cases and exercises are neither. They seldom present a problem relevant to the section and don't ask specific questions the student should address and solve. The sections on Planning, Delegating, Controlling and Organizing don't give the students a process to go through. The section on Counseling should more closely follow the MQS-I lesson plans on counseling.

The recommended second half (skill development) of the program is very redundant and should be either eliminated, incorporated into the first half or enlivened.

Make Practical Exercises more specific in nature. Too general at this time. Also include leadership problems at Squad (NCO) level.

Provide answers to the "Skills and Exercises" section.

The Leadership Development Program is the best MQS material with which I have worked. The case studies provide an excellent tool for beginning class discussion and give the students valuable insight into the problems faced by our junior officers. However, one part of the program was very difficult to conduct. This was the role-playing exercises. The cadets just do not have enough experience in the military environment to successfully conduct these exercises. These role-playing exercises should be eliminated from the student manual. Another possible approach would be to have these exercises performed on video tape by actors .

Exercises are somewhat complex and time consuming. Simplifying exercises would allow more classroom interaction. Due to time constraints only about 40% of exercises provided were actually utilized.

Need several practical exercises in each area which apply the teaching points shown.

The section dealing with Management Science Skills deserves complete revision and should be worked similar to the Army ROTC Management Simulation Program. Also, the MSP should be reworked to put the students into the position of an Army officer during problem situations, instead of into civilian businessmen situations.

Some of the role information in lesson 8 & 9 tend to be a little redundant if used extensively. However, a selective use of material tends to increase effectiveness.

Training comment: The nature of LDP is generally "read and talk about it." Exercises like power and influence (#8) are best in forcing the student's minds to work. Oral or written implementation of other exercises like identifying communications channels (#7) is also realistic; however, performance oriented exercises do not begin until page 157. Place exercises earlier in the program.

Place exercises following each assignment. . . more "defined" skits similar to those in 5A above. . . neglects "current" leadership problems, i.e., pregnancy, harassment, the "2 soldier" family, etc. . . . good exercise: In-Basket

(LAP oriented). . . each of the definitions or explanations of military terminology; i.e., Art. 15, IG inspections, appropriate referral agencies, proper counseling procedures.

## CIVILIAN

Examples that would apply to a college student in addition to those applicable to military members.

Students at the MS-I level require more civilian to military examples to make the transition from student/civilian to ROTC Cadet, however, there are a great variety of informational selections to choose from to develop leadership instruction for MS-IV Cadets.

A section or sections dealing with leadership principles, traits, motivation, interpersonal relationships and management functions which is not written using military examples/situations, but those of college students, i.e., clubs/organizations, civilian work situations...The principles are the same, but if the examples and cases are not in terms they can relate to or have knowledge of, then it is hard to get the teaching points across.

The course is stylized to a lieutenant in the Active Army. Situations concerning the Reserve Forces and in a general business would offer students a chance to relate to the material. The business situations allow the students to place the teaching points into context.

Civilianize.

Orient case studies to college student background. Draw more examples from civilian situations so student can see a correlation.

Also, this package would be much more effective and could be used at all levels if it were not in a total military scenario. Our students are taught that military leadership helps you develop and become a good civilian leader as well as a military leader. We even have a RPI that states this, (The Margin of Difference). A good leadership instructional packet that exhibits and teaches this concept would be beneficial both as a learning and retention tool.

Make the examples shorter, relate to private industry as well as the military application and use more examples.

More civilian leadership management exercises would make the course more realistic to non-contracted students.

Lead-in examples which directly relate to an average student's experience base would be helpful. This could include leadership examples from school, part-time work, sports, or student organizations. Students could then relate the lead-in examples to those provided in the material.

Put more practical exercises in it. Use some civilian examples that college kids can relate to.

For the Basic Course, examples and information of a non-military nature. These examples would probably be accepted/understood better by basic course students...Non-military oriented exercises.

## ADAPTATION TO CURRICULUM

The program we would like to see developed for our detachment would be to divide the effort into two 10 hour blocks; ten for the Basic course and ten for the Advanced course. The Basic course parts would be primarily principles and theory while the Advanced course would concentrate on skills, examples, and exercises.

Develop a 8 to 10 hour block which uses simple explanation of characteristics and traits of leadership with one or two supporting case studies.

Recommend blocks of instruction identified in levels.

Recommend the manual be subdivided into smaller segments or blocks identified for use with MS levels, I, II, etc. Basically, fewer hours are needed to properly convey this topic to the cadets.

Break down the program to fit smaller blocks of instruction, i.e., 5 hrs., 10 hrs., 15 hrs., etc.

Make it more adaptable to 80 minute class period.

Does not adopt well to training which must be spread out over 4 years (MS I-IV) of instruction...Package should be adapted to small blocks (3-4 hrs.) which can be strategically placed in each of the four levels of MS. Students can't handle (too boring) too much at one time.

On a different subject, the instruction was planned for 50 minute periods. One-half of the classes presented are 75 minutes long, and the other half are 50 minutes long. Convenient divisions to permit 50 or 75 minute periods would be a great help.

Needs to be written in a more logical sequence that would facilitate one-hour blocks of instructions.

The hours required per separate task should be reassessed due to compressed schedules at the MS-I and MS-II levels.

Separate Instructor Manual according to 15 hours, 30 hour and 45 hour segments. This would make it easier for the instructor to cover/highlight the main points according to time allowed.

Need to track the program into three levels for MS-I, MS-II, and MS-III in order to eliminate duplication.

## EVALUATION

A scoreable kit with answer key.

Simplified mode of cadet evaluation.

Sample examinations. More detailed LPS.

More comprehensive exams.

Better organized. . . more standardized tests that are more challenging.

To have a section that would standardize a method for the evaluation of the student.

Include tests ... supplement with texts that expound on the theory.

There is also a need for some type of guidance or a standardized form of examination for this course. This would insure that cadets are being evaluated in the areas of primary importance.

Make standardized evaluation material optional for use, not mandatory.

## REVISION OF SEQUENCE

Next year I plan to alter the sequence of presentation by presenting "Principles of Leadership" first and then the "Descriptive Model of Platoon Leadership". Additionally, I plan to alter the sequence of presentation of the Descriptive Model of Platoon Leadership as follows: Lesson 3 first, Lesson 2, Lesson 1, Lesson 5, Lesson 4, Lesson 6. I feel that this sequence is more logical.

Modify sequencing to present leadership theories as a block first to provide a theoretical base from which the cadet can assess the situations presented in the various exercises....Add a section to provide exercises using advanced camp situations. This would employ the same theoretical applications but would use a vehicle of more concern to the MS-III cadets.

Resequence so that general leadership, motivational, etc., theories and concepts are covered first. They can be related to any environment, even college campus. Then move into military specific and platoon level environment. This allows integration of Leadership instruction with Ethics, Military Justice, and LOW instruction which are logically presented in MS-III and MS-IV years.

Realign so either the Counseling is taught in Part III after Communications or Communications is taught in Part I preceding Counseling. Communications should be viewed as a critical prerequisite to Counseling.

The material in the publications is not the problem. The problem stems from the fact that the material does not flow in a logical manner from the basics to the specific. For example, the course should begin with some basic explanation of Leadership and then progress to topics such as "Entering the Platoon" and "Equipment and Supplies" etc.

Recommend that Leadership principles/traits be taught first, followed by communication skills and then proceed to address the descriptive model of platoon leadership. Rationale: Majority of MS-I students do not have adequate military knowledge necessary to fully grasp the material identified in the descriptive model of leadership during their first two quarters. They need to have a baseline to work from which includes basic principles and theories of leadership.

Reworking the lesson order would solve some of the problems with this material. Basically, a freshman is more interested in, "How do I influence and lead people?". The problem solving process, and role playing which starts with Lesson #5, are good for MS-I students. Advanced students need to know about the platoon environment, training, and the more military found in the first four lessons.

I do not follow the sequence as outlined in the book because I do not feel it is logical. I feel the sequence ought to be ordered better and should include some traits/ principles of leadership to include the LAP dimensions.

Redesign sequence so students acquire skills before being put in the platoon environment. . . reduce the behavioral science orientation/approach and increase the leadership orientation . . . develop more realistic case studies.

Would restructure the sequence of material in the following order: Understanding Different Types of Power & Influence; Principles of Leadership; Descriptive Model of Platoon Leadership; Skills and Exercises.

# CASE STUDIES

The most valuable aspect of the training packet is the realism of each case study. Students react well to it. I wish I had had this opportunity 12 years ago.

Make case studies part of text instead of Appendix.

Increasing the number of dialogue examples would help the students. The dialogue aids the student in understanding how a conversation should or could occur.

Case histories of famous leaders, training films of famous leaders and audio-visual aids.

The case studies are presented in discussion format. I suggest that they be broken into skit format to facilitate role playing in the classroom.

Use more exercises, instead of case discussions to show principles of leadership and management.

Add more case studies of leadership problems. Delete portions of the platoon model.

More realistic case studies, the recommended disciplinary measures are weak.

More essays/case studies on good and bad leadership.

Cases that are included throughout the whole text. Don't insult the intelligence of an average college student--written on a 7th or 8th grade level. Cases do not provide a realistic situation that a LT would actually encounter.

## MQS-I INTEGRATION

The program is an excellent one; however, it has not been coordinated with other MQS-I proponent agencies to reduce redundancy in MQS-I......Look at incorporations of this package (or portions thereof) into other MQS-I support packages, which already cover the TO's;..

Leadership training is part of numerous classroom sessions both as planned instruction and as "experience" learning. There is a need to stick with the basic principles of leadership and then integrate leadership training with other MQS-I subjects. It is already "unofficially" integrated due to the nature of the MQS-I subjects, e.g.-Leadership is an integral part of ethics.

Break the lessons down into the MQS support package format, i.e., one support package and student handouts per lesson or skill.

Interface program with MQS-I and use either, but not both. This would eliminate redundancy and help make leadership training more consistent...Eliminate "Training on Training", which is covered in detail in MQS-I. Incorporate MQS-I counseling into the program.

A better correlation with other MQS-I lessons such as services on counseling, holding meetings, briefings, etc.

Coordinate the program with other MQS-I tasks on training, counselling, planning/conducting meetings, etc, which involve leadership by their very nature.

There is a duplication of effort covering counseling and training within the leadership package. Separate MQS-1 lesson plans are available covering these two subjects. Although effective teaching tools, it creates duplication of the teaching effort. These two portions should be placed under their respective MQS-1 subjects and deleted from the leadership package.

Need to introduce the use of the book "A Study of Organizational Leadership," to complement MQS-I material.

## LENGTH

In the basic course and MS-III phase eliminate manuals and program as it is currently. Program requires too many hours of classroom time to adequately teach. MSP (Management Simulation Program) provides a viable alternative to the program and can be easily adapted to military situations. However, the program does lend good examples for MS-IV Leadership Counseling Seminars and NCO development.

Both manuals are good but there is a lot of material to cover. A shorter course would be more workable.

The "Total Package" is much too lengthy.

All comments by instructors were favorable. They felt there was too much material to cover in the time available to them...

Hours required to teach subject is not realistic to hours available.

Elimination of those areas where duplication of efforts exist, i.e., Part I (Descriptive Model) contains 20 counseling case studies, Part III (Skills and Exercises) covers counseling again under Human Relations Skills.

When balanced against the other MQS-I topics to be taught in MS-III and MS-IV only 15 hours is available for the block of instruction on leadership. Under the present design of the course, 15 hours is the absolute minimum for effective instruction. Thus, the student is rushed through the instruction with only the briefest exposure to the included topics. Due to a real lack of experience with the military and the military system of doing things, the average student cannot relate well to the instruction and does not get much from it.

Reduce quantity of text material to facilitate preparation time and reading time.

## PRINCIPLES OF LEADERSHIP

Substitute the Hersey Blanchard Situational Leadership Model for the Fiedler's Contingency Model. The adaptation to military situations has already been made and could easily be incorporated. It is currently used by USA Drill Sergeant School, Cadre Training Course and TRADOC PreCommand Course....Diagram on page 155 has the quadrants improperly labeled.

The program could be more comprehensive in the areas of Management styles/theories and leadership styles/theories. Additionally, a tie-in between bases of power, influence and leadership would be appropriate. Also, subjective probability and the norm of reciprocity could be discussed.

I would like to see some hands-on materials designed to complete self-evaluations such as the X/Y style of leadership or the SAS/RI previously mentioned. These are very popular with the cadets and give a measure of feedback that cannot be reproduced by the instructors alone. They also greatly reinforce the material covered in class, as well as complement the LAP process conducted on most cadets.

Increase amount of background material available on stated theories.

The section on theories does not tie in well at all. The theories are poorly explained and not clearly shown to relate to dealing with people. Hersey & Blanchard's Life-Cycle Contingency Model should be discussed after Fiedler. More graphics and diagrams of these models are needed as they are extremely difficult to understand in the abstract. The Vroom-Yetton decision making model is poorly explained both to the student and the instructor.

More graphs, models or drawings illustrating theories, communication model, training process, etc..Rewriting many areas with sub-paragraph title to more closely resemble an outline...Explain the "old" six step decision making process as well as Vroom.

Principles of Leadership are not taught in subject area designated as principles of leadership. Return to basic 11 principles of leadership.

Less work on theory stress real world situations as they fit into the theories.

The entire section on leadership theory needs to be reworked. If this material is important enough to be included in the manual, treat it adequately enough to insure student understanding. If not, delete it entirely.

## DIFFICULTY WITH STUDENT LEVEL

To obtain the maximum benefit from these classes, a cadet must read the homework assignments and understand it. Few of our MS-III cadets have enough knowledge about the Army to understand much of the material. Too much of the instructor's time is spent explaining how the Army operates.

The manual is written with an invalid assumption being made on the entry level (MS-I) perceptions of the military organizations. The order of the chapters need to be revised. The beginning of the book should concentrate on leadership and communications and then the platoon and company models would be more applicable. (Reverse Chapter 1 and Chapter 2).

More realistic, case studies..Less specific military case studies... MS-II students are not sufficiently knowledgeable about the US Army to relate to problems shown.

Instruction during the basic corps years would be more effective if it concentrated on the basic tenets of leadership. A performance based program is more effective for MS-III's and MS-IV's.

Selected sections of the manual are applicable to Advanced Course Instruction. Many sections take for granted that a cadet entering into the Advanced Course is already aware of, and is familiar with the military structure. In many cases this is not correct for the MS-III cadet. The manual should not be geared with this assumed knowledge.

Additional case studies utilizing actual examples of leadership problems. I find that seminar sessions analyzing leadership are far more productive than teaching theory. Furthermore, MS-I and for the most part MS-II cadets are not familiar enough with Army organization or processes to fully utilize the descriptive model. However, the descriptive model is excellent for MS-III's and IV's because of its practicality.

None-We use different parts of the student manual at various MS levels.

This program appears to be designed more for the Advanced Course student, than the Basic Course student. It often assumes student knowledge of Army terminology (ANCOES, ARTEP, etc.).

Although we use all phases of the program, no one phase is used by itself. We actually use this program to supplement the other materials we have. For example: the Descriptive Model of Platoon Leadership is used as a refresher in our MS-IV classes; the training and counseling sections are used in conjunction with FM 22-101 and the Management Simulation program in our MS-II classes; and the Principles of Leadership, Skills and Exercises are used in conjunction with FM 22-100 and Leader-Match, in our MS-I classes.

## STUDENT AND PROFESSOR

The core material appears to be dependent on the cadets being encouraged to ask questions and for the instructor to rely on past experiences in order to fill the class time. On more than one occasion, the cadets asked no questions and even the most minute detail of past experiences failed to fill the void.

The system does require some supporting data from the instructor. More time for this type of input in the training program would be useful.

Both manuals are considered adequate....The package as it exists is considered to be effective. The only problem encountered at this institution involves insuring that the student read and review the material in preparation for class. Otherwise, meaningful, dynamic class participation is not as effective as it could be.

There are no changes necessary. The material presented in both the instructor and student manuals track with one another. There is a wealth of pertinent information directly coinciding with FM 22-100 which provides easy cross-referencing of material. There is absolutely no need for further standardization of materials as each individual instructor must have the flexibility to somewhat personalize classes based on their own experiences as well as the social climate at their institutions. Additionally, it has been observed at this detachment that the material presented in the leadership packet has been found interesting and factual by all academic majors, particularly, Business, Sociology, as they compare their Military Science notes with those from other classes.

Should be written to enable the class as a whole to become involved.

Not sure. I found my personal experiences tracked nicely with the material. This required an informal atmosphere and some ad-libbing, but it worked very effectively. I question the ability of someone less experienced to relate, in an active duty context, what the manual tries to put across.

This institution is considering using the 45 hour option for SY 84-85 in the fall semester of MS-III or the spring semester of MS-IV. The quality of the content of this program is excellent if taught by a "dynamic" instructor.

# GLOSSARY

In addition, it is believed that a philosophical/conceptual framework of leadership as well as vocabulary should preface the practical portion of the student manual.

You need to cut down on Army terms such as FDC and other terms that cause too much discussion on this and not enough on leadership.

A separate and comprehensive list of material needed for supplementary reading would facilitate ordering of the needed publications.

At the MS-I level, it is difficult to use because of the acronyms, abbreviations, and unfamiliar terms used. Most cadets need a dictionary of military jargon to understand what they are reading. Considerable class time is spent in explaining terms to the cadets. To help solve this problem, an appendix could be added to the text so when the student becomes confused, they could simply look up the abbreviation and see what it means.

The book should contain an appendix with many more case studies and multidimensional studies that can be used in the courses for further reading or testing.

## DESCRIPTIVE MODEL

An expansion of the descriptive model of platoon leadership to include followership. A platoon leader's duties and responsibilities go beyond those associated with a platoon.

Majority of students are not familiar with military service.

Descriptions and/or situations are described daily work situations of the LT/Platoon Leader would greatly help the student become familiar with what an officer does. Try to explain to a freshman or sophomore what an AG or MI Lieutenant does on an average day. They are interested in that type of information.

Provide more detail as to how a platoon works, the jobs which each rank is supposed to do.

Provide more information dealing with basic human behavior to help lay a good foundation for the students to use in understanding the interpersonal reactions that take place in the leadership process. Specifically, information on the motivation process, formation of perceptions and attitudes, social power and styles of leadership behavior.

The section dealing with training is grossly inadequate, and is better covered in the MQS lessons dealing with training.

The section dealing with extra duties is laughable as an understatement. It is sufficient to tell the students that as officers they will have numerous duties, and therefore require to learn how to manage their time, rather than to go into the depth the Leadership Development Program affords this topic.

## FM 22-100

Utilize this material in FM 21-100 (leadership traits and principles) as a basic beginning prior to using the performance based program.

The entire second section, mislabeled "Principles of Leadership" should be eliminated. It is confusing and constitutes, in my opinion, a hodgepodge of superficially presented theories of organizational behavior. Whereas it probably gave its originators some sense of specious academic legitimacy, it totally fails to present a clear, viable set of principles to which a young officer can adhere. In its place, the traits and principles presented in FM 22-100 should be presented. These are proven clear ideas and qualities which are easily and intuitively grasped by cadets and which constitute a critical part of the foundation of our profession. It is time soldiers remember that leadership is our business and we don't need academics to tell us our business.

The US Army ROTC Leadership Development: A Performance-Based Program fails to reference FM 22-100, Military Leadership. Although the June 1973 edition is less than desirable, the new edition, soon to be distributed, proposes a new concept of leadership that should be incorporated into MQS-I leadership development program.

Draft FM 22-100 should be the foundation for this entire program. Its fundamental concept "Be, Know, Do" should become the structure for the student and instructor manuals. It should be the principle text for the program...Lesson plans, exercises and audiovisual aids should be based on the draft FM 22-100 now in the final stages of review. We should train our cadets in a manner which is consistent with the Army's main doctrinal manual on junior officer leadership. Positive, proactive leadership that emphasizes the skills needed in an Army undergoing rapid multidimensional change must be the focus of our program.

Insure the new "Be Know Do" aspect of leadership is covered.

## LEADERSHIP ASSESSMENT PROGRAM (LAP)

Recommend that if this is revised, incorporate portion of the Leadership Assessment Program into the curriculum.

We teach Leadership Development, then Leadership Assessment Orientation. Part II of Leadership Development and the areas of Leadership Assessment are not identical as far as content. Seems like they should be. Leadership Development should be changed to be in concert with Leadership Assessment.

Add more detail to group exercises as well as training schedule which could be done by incorporating portions of LAP into the LDP manual.

Use of the material along with the application of practical experience makes for a very practical leadership presentation...I want more situations for students to use in the Leadership Assessment Program. Currently, a cadet has only one exercise in each of four categories of evaluation, i.e., In-Basket, Counseling, Group Exercise, and Training Schedule. I want more variations of these exercises available so I can test student's leadership skills without having to use the same exercise twice.

## SELF-CONTAINED PACKETS

The Student Manual should be organized into chapters that are completely self-contained. The present format requires too much jumping from one part of the book to another.

Reorganize the material in packages that could be organized into class periods.

A program such as this which is used in nearly every class should be broken down into individual segments which can be issued to students as the topics are presented.

Student Manual - divide into topical discussion areas.